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ABSTRACT

This seventh in a series of ten learning modules on coordination of cooperative education is designed to give secondary and postsecondary vocational teacher-coordinators competency in planning and providing the necessary coordination and supervision to ensure that the students' experiences on the job are productive and helpful in aiding them to meet their career goals. The terminal objective for the module is to coordinate on-the-job instruction, while working as a teacher-coordinator in an actual school situation. Introductory sections relate the competencies dealt with here to others in the program and list both the enabling objectives for the five learning experiences and the resources required. Materials in the learning experiences include required reading, case studies to critique, model critiques, various coordination schedule forms and evaluation forms, and the teacher performance assessment form for use in evaluation of the terminal objective. (The modules on coordination of cooperative education are part of a larger series of 100 performance-based teacher education (PBTE) self-contained learning packages for use in preservice or inservice training of teachers in all occupational areas. Each of the field-tested modules focuses on the development of one or more specific professional competencies identified through research as important to vocational teachers. Materials are designed for use by teachers, either on an individual or group basis, working under the direction of one or more resource persons/instructors.) (JT)

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ED153062

MODULE

J-7

Coordinate On-the-Job Instruction

MODULE J-7 OF CATEGORY J—COORDINATION OF COOPERATIVE EDUCATION
PROFESSIONAL TEACHER EDUCATION MODULE SERIES

The Center for Vocational Education
The Ohio State University

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CE 015 783

FOREWORD

This module is one of a series of 100 performance-based teacher education (PBTE) learning packages focusing upon specific professional competencies of vocational teachers. The competencies upon which these modules are based were identified and verified through research as being important to successful vocational teaching at both the secondary and post-secondary levels of instruction. The modules are suitable for the preparation of teachers in all occupational areas.

Each module provides learning experiences that integrate theory and application; each culminates with criterion referenced assessment of the teacher's performance of the specified competency. The materials are designed for use by individual or groups of teachers in training working under the direction and with the assistance of teacher educators acting as resource persons. Resource persons should be skilled in the teacher competency being developed and should be thoroughly oriented to PBTE concepts and procedures in using these materials.

The design of the materials provides considerable flexibility for planning and conducting performance-based preservice and inservice teacher preparation programs to meet a wide variety of individual needs and interests. The materials are intended for use by universities and colleges, state departments of education, post-secondary institutions, local education agencies, and others responsible for the professional development of vocational teachers. Further information about the use of the modules in teacher education programs is contained in three related documents: **Student Guide to Using Performance-Based Teacher Education Materials, Resource Person Guide to Using Performance-Based Teacher Education Materials** and **Guide to Implementation of Performance-Based Teacher Education.**

The PBTE curriculum packages are products of a sustained research and development effort by The Center's Program for Professional Development for Vocational Education. Many individuals, institutions, and agencies participated with The Center and have made contributions to the systematic development, testing, revision, and refinement of these very significant training materials. Over 40 teacher educators provided input in development of initial versions of the modules; over 2,000 teachers and 300 resource persons in 20 universities, colleges, and post-secondary institutions used the materials and provided feedback to The Center for revision and refinement.

Special recognition for major individual roles in the direction, development, coordination of testing, revision, and refinement of these materials is extended to the following program staff: James B. Hamilton, Program Director; Robert E. Norton, Associate Program Director; Glen E. Fardig, Specialist; Lois Harrington, Program Assistant; and Karen Quinn, Program Assistant. Recognition is also extended to Kristy Ross, Technical Assistant; Joan Jones, Technical Assistant; and Jean Wisenbaugh, Artist for their contributions to the final refinement of the materials. Contributions made by former program staff toward developmental versions of these materials are also acknowledged. Calvin J. Cotrell directed the vocational teacher competency research studies upon which these modules are based and also directed the curriculum development effort from 1971–1972. Curtis R. Finch provided leadership for the program from 1972–1974.

Appreciation is also extended to all those outside The Center (consultants, field site coordinators, teacher educators, teachers, and others) who contributed so generously in various phases of the total effort. Early versions of the materials were developed by The Center in cooperation with the vocational teacher education faculties at Oregon State University and at the University of Missouri-Columbia. Preliminary testing of the materials was conducted at Oregon State University, Temple University, and University of Missouri-Columbia.

Following preliminary testing, major revision of all materials was performed by Center Staff with the assistance of numerous consultants and visiting scholars from throughout the country.

Advanced testing of the materials was carried out with assistance of the vocational teacher educators and students of Central Washington State College; Colorado State University; Ferris State College, Michigan; Florida State University; Holland College, P.E.I., Canada; Oklahoma State University; Rutgers University; State University College at Buffalo; Temple University; University of Arizona; University of Michigan-Flint; University of Minnesota-Twin Cities; University of Nebraska-Lincoln; University of Northern Colorado; University of Pittsburgh; University of Tennessee; University of Vermont; and Utah State University.

The Center is grateful to the National Institute of Education for sponsorship of this PBTE curriculum development effort from 1972 through its completion. Appreciation is extended to the Bureau of Occupational and Adult Education of the U.S. Office of Education for their sponsorship of training and advanced testing of the materials at 10 sites under provisions of EPDA Part F, Section 553. Recognition of funding support of the advanced testing effort is also extended to Ferris State College, Holland College, Temple University, and the University of Michigan-Flint.

Robert E. Taylor
Executive Director
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THE CENTER FOR VOCATIONAL EDUCATION
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The Center for Vocational Education's mission is to increase the ability of diverse agencies, institutions, and organizations to solve educational problems relating to individual career planning, preparation, and progression. The Center fulfills its mission by:

- Generating knowledge through research.
- Developing educational programs and products.
- Evaluating individual program needs and outcomes.
- Installing educational programs and products.
- Operating information systems and services.
- Conducting leadership development and training programs.

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INTRODUCTION

When you have established policies and criteria for your cooperative vocational education program, identified training stations and students who will participate in the program, placed students on the job, and worked with on-the-job instructors to help them develop their training ability, you have completed your initial coordination tasks.

Then, once you have students placed in training stations, your major responsibilities involve (1) **supervising** and evaluating the students' on-the-job instruction, (2) **providing related instruction** classes for your students, (3) **coordinating** the experiences of students on the job with their experiences in school, (4) **evaluating** student progress, and (5) **providing assistance** as needed to students and on-the-job instructors.

This module covers the first of those responsibilities: supervising and evaluating the students' on-the-job instruction. This supervision is provided primarily through coordination (or supervisory) visits by the coordinator to the training station. Such visits are essential, but in order for them to be effective, careful planning must first be done by the teacher-coordinator. The quality of the educational experiences that a student has in the on-the-job training situation is directly related to the quality of the supervision provided by you, the teacher-coordinator.

This module is designed to help you develop competency in planning and providing the necessary coordination and supervision to ensure that the students' experiences on the job are productive and helpful in aiding them to meet their career goals.

NOTE: Due to the nature of the skills involved, it would be beneficial to complete this module concurrently with the following modules:

- *Develop the Training Ability of On-the-Job Instructors*, Module J–6
- *Evaluate Co-Op Students' On-the-Job Performance*, Module J–8
- *Prepare for Students' Related Instruction*, Module J–9

ABOUT THIS MODULE

Objectives

Terminal Objective: While working as a teacher-coordinator in an actual school situation, coordinate on-the-job instruction. Your performance will be assessed by your resource person, using the Teacher Performance Assessment Form, pp. 71-72 (*Learning Experience V*).

Enabling Objectives:

1. After completing the required reading, demonstrate knowledge of the purpose of, and the planning required for, coordinating and supervising on-the-job instruction (*Learning Experience I*).
2. Given a case problem containing data on the job placement locations and schedules of students in a cooperative program, and data on the teacher-coordinator's schedule, plan a schedule of coordination visits (*Learning Experience II*).
3. Given data on a hypothetical student and his training station situation, make and record observations and recommendations (*Learning Experience III*).
4. Given a case study of a teacher-coordinator making a coordination visit, critique the performance of that teacher-coordinator (*Learning Experience IV*).

Prerequisites

To complete this module, you will need to coordinate and supervise the on-the-job instruction of students who have been **placed** at training stations and whose on-the-job training has been structured by the development of **training plans.** If such a situation has **not** been established, meet with your resource person to determine what method you will use to gain the skills needed to actually place a student in a training station. One option is to complete the following series of modules:

- *Establish Guidelines for Your Cooperative Vocational Program*, Module J–1
- *Enroll Students in Your Co-Op Program*, Module J–3
- *Secure Training Stations for Your Co-Op Program*, Module J–4
- *Place Co-Op Students on the Job*, Module J–5

Resources

A list of the outside resources which supplement those contained within the module follows. Check with your resource person (1) to determine the availability and the location of these resources, (2) to locate additional references in your occupational specialty, and (3) to get assistance in setting up activities with peers or observations of skilled teachers, if necessary. Your resource person may also be contacted if you have any difficulty with directions, or in assessing your progress at any time.

Learning Experience I

Optional

Reference: A Guide for Cooperative Vocational Education. Minneapolis, MN: University of Minnesota, College of Education, Division of Vocational and Technical Education, 1969.

Reference: Mason, Ralph E. and Peter G. Haines. *Cooperative Occupational Education and Work Experience in the Curriculum*. Second Edition. Danville, IL: The Interstate Printers and Publishers, Inc., 1972.

Reference: Meyer, Warren G., Lucy C. Crawford, and Mary K. Klaurens. *Coordination in Cooperative Vocational Education*. Columbus, OH: Charles E. Merrill Publishing Co., 1975.

A teacher-coordinator experienced in planning and conducting coordination visits whom you can interview.

Learning Experience II

No outside resources

Learning Experience III

Required

The cassette tape, Uthe, Elaine F., "Wayne in a Job Situation," part II–E of *The Cooperative Vocational Program: Instructional Planning* developed at the Michigan State University, 1972 (required only if you choose not to read the printed case script).

Cassette tape recorder for listening to the tape recording of Wayne in the job situation (required only if you choose not to read the printed case script).

Learning Experience IV

No outside resources

Learning Experience V

Required

An actual school situation in which, as part of your duties as a teacher-coordinator, you can coordinate on-the-job instruction.

A resource person to assess your competency in coordinating on-the-job instruction.

This module covers performance element numbers 359, 361–364, 366–369 from Calvin J. Cotrell *et al., Model Curricula for Vocational and Technical Teacher Education: Report No. V* (Columbus, OH: The Center for Vocational Education, The Ohio State University, 1972). The 384 elements in this document form the research base for all The Center's PBTE module development.

For information about the general organization of each module, general procedures for their use, and terminology which is common to all 100 modules, see About Using The Center's PBTE Modules on the inside back cover.

We would like to give special thanks to Elaine F. Uthe for the use of many of her ideas and materials in the development of modules in the J category. Information about the complete set of Uthe materials on the cooperative vocational program which were developed as part of a project at Michigan State University is available from Dr. Uthe at 3345 Carriage Lane, Lexington, KY 40502.

Learning Experience I

OVERVIEW

After completing the required reading, demonstrate knowledge of the purposes of, and the planning required for, coordinating and supervising on-the-job instruction.

You will be reading the information sheet, Coordinating and Supervising On-the-Job Instruction, pp. 6–20.

You may wish to read related material in the supplementary references, *A Guide for Cooperative Vocational Education*; Mason and Haines, *Cooperative Occupational Education and Work Experience in the Curriculum*; and/or Meyer, Crawford, and Klaurens, *Coordination in Cooperative Vocational Education*.

You may wish to interview a teacher-coordinator experienced in planning and conducting coordination visits.

You will be demonstrating knowledge of the purposes of, and the planning required for, coordinating and supervising on-the-job instruction by completing the Self-Check, pp. 21–24.

You will be evaluating your competency by comparing your completed Self-Check with the Model Answers, pp. 25–26.

Activity

For information concerning how you can coordinate and supervise on-the-job instruction through a series of carefully planned and scheduled coordination visits, and explaining how to schedule, prepare for, and conduct these visits, read the following information sheet:

COORDINATING AND SUPERVISING ON-THE-JOB INSTRUCTION

As a teacher-coordinator in a cooperative vocational education program, one of your major responsibilities is to make each student's on-the-job training an effective teaching-learning experience. You can accomplish this through a system of regularly scheduled **coordination** (supervisory) **visits** to each training station in which students are placed for on-the-job instruction. During these coordination visits, you can work with students, on-the-job instructors, and/or employers to solve problems, plan training activities, evaluate training station adequacy or student progress, and ensure that the total cooperative program is meeting students' career goals.

Purposes of Coordination Visits

For each coordination visit to be most effective, the visit must have a **purpose**. Because of the varied activities involved in a cooperative program, there are a number of specific reasons for you to make coordination visits. In the early stages of the program, you will need to make coordination visits to accomplish the following types of organizational tasks.

- Ensure that training station personnel understand the philosophy, goals, and workings of the cooperative program.
- Ensure that training station personnel understand their role in the program.
- Ensure that training station personnel understand your role in the program and the function of related classes.
- Work with training station personnel to ensure that the firm meets the legal requirements of a training station.
- Work with training station personnel in developing a training plan for each student assigned to that station.
- Provide assistance in developing the training ability of on-the-job instructors.

These skills are covered in earlier modules in the J category. In this module, we will be addressing the types of coordination visits you need to make **routinely** throughout the year which focus on the students and their progress on the job.

One purpose of such routine visits is to become better acquainted with actual **employment conditions** and with the student's current **assignments** and **responsibilities** on the job. This can best be accomplished by actually observing the student while he or she is performing on the job. Based on these observations, you can accomplish the following.

- Gather information which will help you evaluate student progress.
- Determine what additional training activities are needed by the student.
- Determine how you can provide the student with additional related help in the classroom.
- Determine what, if any, changes need to be made to the student's training plan.
- Determine what, if any, problems exist which need to be addressed.
- Determine how adequate the training program is.
- Determine if safety, health, and legal requirements are being met.

The other major purposes of coordination visits are related to what you determine during these observations. Depending on the nature of your findings, you may use a coordination visit to do one of the following.

- Confer with the on-the-job instructor concerning a problem or additional training needed.
- Confer with the employer about the quality of the training being offered.
- Confer with the student about a problem or about his or her training needs.
- Confer with both the student and on-the-job instructor concerning a problem or concern.
- Work with both the student and on-the-job instructor to adjust the training plan.

There are some additional benefits to be derived from these coordination visits which do not directly relate to student progress. During your contacts with employers and on-the-job instructors, you can make these persons aware of the ongoing activities of your school's vocational programs. In addition, you may be able to enlist their assistance for public service or fund-raising projects, for supplying guest speakers to speak to students on topics of special interest, or for serving as members of your vocational advisory or craft committee.

Finally, they can provide you with information regarding opportunities for full-time employment after graduation, or help you become more familiar with trade terms, technical information, and required job skills. Coordination visits of these types will help you to maintain regular and open communication between all parties involved and to ensure a quality training station and program.

Scheduling Coordination Visits

The frequency with which regularly scheduled coordination visits are needed may vary from one situation to another depending on—

- the amount and quality of instruction being provided by the on-the-job instructor
- individual preferences indicated by an employer or on-the-job instructor
- the size of the community and the relative location of the training stations
- the number of students in the program and the number of different training stations in which they are placed
- the personality, maturity, and occupational competency of the students

However, you should schedule a **regular coordination visit** with each student at least **once a month**, although variations may be common and necessary. For example, at the beginning of a student's on-the-job experience, he or she may need to be visited every two weeks. Some students may even require assistance every week initially, while others may need to be visited only once every three or four weeks.

More important than a **set** number of visits, however, is the judgment you exercise in determining the frequency and length of the visits you need to make at a **particular** training station based on the needs of **individual** students. There is no rule of thumb for how long a coordination visit should be, but calls involving the time of the employer and on-the-job instructor (evaluations, training plan adjustments, and problem-solving conferences) should usually not last longer than an hour.

In special instances (e.g., a conference to solve a critical problem), you may need to use more than an hour's time, but it is wise to clear this with the employer first. Your observations, however, may require more than an hour, and some visits may last only fifteen minutes or less if the reason for the visit is limited in scope. For example, checking to see if a student's attendance has improved, or showing a student's in-school related project to his or her on-the-job instructor, may not require much time.

The best guideline to use in determining the length of any visit should be to schedule enough time to accomplish the planned purpose, but not so much time that you waste your time and that of the employer, the on-the-job instructor, or the student. Good judgment and common sense should be adequate guides in making these decisions.

One method which is helpful in planning an effective schedule is to use a **coordination call calendar** (see Samples 1 and 2, which are monthly and weekly coordination schedule forms). The use of this plan involves developing a schedule of **activities**, and determining the **number of visits** you will make and the dates on which you will make them. This helps ensure that you don't spread yourself too thin, or fail to use the time you do have effectively. The calendar can be completed using the following steps.

1. Fill in **school activities** such as assemblies, vacations, grading periods, etc., on both the monthly and weekly schedule forms.
2. Fill in **other activities** (e.g., scheduled classes, appointments, etc.) for which you are responsible.
3. Fill in specific **dates** for visits to each student taking into consideration the following factors.
   - any preferences the employer or on-the-job instructor may have expressed regarding the frequency of visits
   - the times during which each student is actually on the job
   - the times during which you have been told visits would be convenient
   - the possibility of grouping visits by geographic areas to save time and energy
   - the degree of competency and security of each student
   - your personal knowledge of visits which may be needed to follow-up on previous visits, to solve problems, to provide support when a new and difficult task is to be undertaken, or to monitor activities when excessive hours or layoffs are probable

Although a carefully planned program of coordination visits should minimize the need for nonscheduled visits, complications may still arise, and time must be provided to handle them. Thus, it is important to have a schedule that is not so full or so rigid that visits to provide additional assistance cannot be incorporated into the schedule.

To firm up your calendar, it is important to phone each employer and/or on-the-job instructor to **confirm** an appointment for a specific date and time. In some cases, an employer may prefer that you "drop in" at any time. However, whichever method you use should be with the employer's permission and at his or her convenience.

You also need to check with the employer regarding **ground rules** for the visits. Visitors may not be allowed in some areas; certain employees may resent being observed by an outsider or may fear being replaced by outsiders. Union policies and management policies cannot be changed to accommodate your needs at all times. Having clearly understood ground rules laid in advance can prevent problems, conflicts, or embarrassing situations from occurring later.

Once a schedule has been developed and firmed up, a copy should be given to the appropriate school administrator and/or posted in the main office. It is important that your daily coordination

itinerary be available so that students, employers, and school personnel can reach you if needed. You need to keep this itinerary up to date insofar as possible. However, you will need to make all parties aware that the schedule may not always be exact due to emergencies or unforeseen needs of students, on-the-job instructors, or employers.

These emergencies should be the exception, not the rule. If administrators can account for the teacher-coordinator's time and activities, it provides the cooperative vocational education program with credibility and justifies the coordinator's released time. Some teacher-coordinators also submit a summary monthly report to verify the continued development and progress of the students and the program.

Preparing for Coordination Visits

Coordination visits may be planned, and prepared for, several weeks and even months in advance. Inevitably, unique needs will arise and some nonscheduled supervisory visits will be required. However, the frequency of such "emergency" situations can be reduced if you carefully plan and prepare for your regularly scheduled visits. By making effective use of the time you have scheduled through preplanning, fewer emergencies should arise.

In preparation for each coordination visit, you should do the following.

- Identify the specific purpose of the visit in terms of what you plan to accomplish with the student.
- Identify the specific purpose of the visit in

SAMPLE 1

MONTHLY COORDINATION SCHEDULE

Month _____ Year _____

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY

SAMPLE 2

WEEKLY COORDINATION SCHEDULE

Week Ending _____

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY

terms of what you plan to accomplish with the employer or the on-the-job instructor.

- Identify specific activities which will lead to the accomplishment of the purpose(s) of the visit.
- Assemble copies of all the forms and reports which will be needed during the visit.
- Ensure that you have an updated copy of the training plan for each student you will visit.
- Assemble copies of all records and reports related to previous visits, such as coordination call reports, observation/evaluation reports, and weekly reports.

By reviewing the data from past visits, you can identify items you need to follow up on in the upcoming visit, and with preplanned purposes and activities identified, each visit should be productive.

Making the Coordination Call

Every coordination visit should have its own particular purpose. One very important visit involves **orienting** each student to his or her first day on the job. It is advisable to meet with the employer, the on-the-job instructor, and/or other training station personnel in advance to determine the most logical procedure for orienting the student to his or her new role and to determine who will be responsible for this orientation. A checklist of suggested orientation activities such as the following should be worked out during the meeting.

- Explain the student's duties to him/her.
- Give the student a tour of offices, equipment, supplies, facilities, etc.
- Introduce the student to co-workers and others he/she may come into contact with on the job.
- Inform co-workers of their responsibility to the student.
- Introduce the student to his/her on-the-job instructor and inform him/her from whom orders are to be taken.
- Inform the student of starting time, quitting time, lunch time, check-in procedures, safety procedures, etc.
- Inform the student of any required uniforms or dress codes.
- Explain time-recording procedures, pay schedules, deductions, employee benefits.
- Provide information regarding possibilities for promotion, special union agreements, workmen's compensation, and federal health and safety regulations.

By following such a procedure, you can help get everyone started in a positive manner and may very well set the tone for future coordination visits.

As you make subsequent coordination visits, you may wish to make notes or use a **rating form** to assess the quality of the training station (see Sample 3). In selecting the training station, you should have completed such a form. By reevaluating periodically, you will be able to make an objective decision whether to use the training station again in future years. To evaluate the specific quality of training and instruction being given to the student at the training station relative to the tasks included in the training plan and the future needs of the student, a **training profile** can be completed periodically during coordination visits (see Sample 4).

You can better pinpoint specific strengths and weaknesses of a training program through this kind of periodic evaluation. This, in turn, can allow you to plan student experiences that are most compatible with the strengths of the training station and the on-the-job instructor.

When a coordination visit has as its main purpose observation/evaluation, the following items should be checked.

- the student's proficiency in specific skills and assigned tasks
- the student's attitudes, work characteristics, traits, etc.
- the student's ability to get along with co-workers and/or the public
- the student's strengths and weaknesses

Other aspects of student progress may be noted through observation, but those mentioned above are especially important for assessing continued development and on-the-job progress. To record these **observations**, a specific form should be used (see Sample 5), or a more detailed written report may be prepared.

SAMPLE 3

EVALUATION OF TRAINING STATION

☐ AG ☐ H. EC.
☐ DE ☐ OE
☐ HEALTH ☐ T & I
☐ OTHER

Name of Firm _____ Date Visited _____

Address _____ Owner's Name _____

Contact Person _____ Title _____ Dept. _____

Type of Business _____ No. of Workers _____

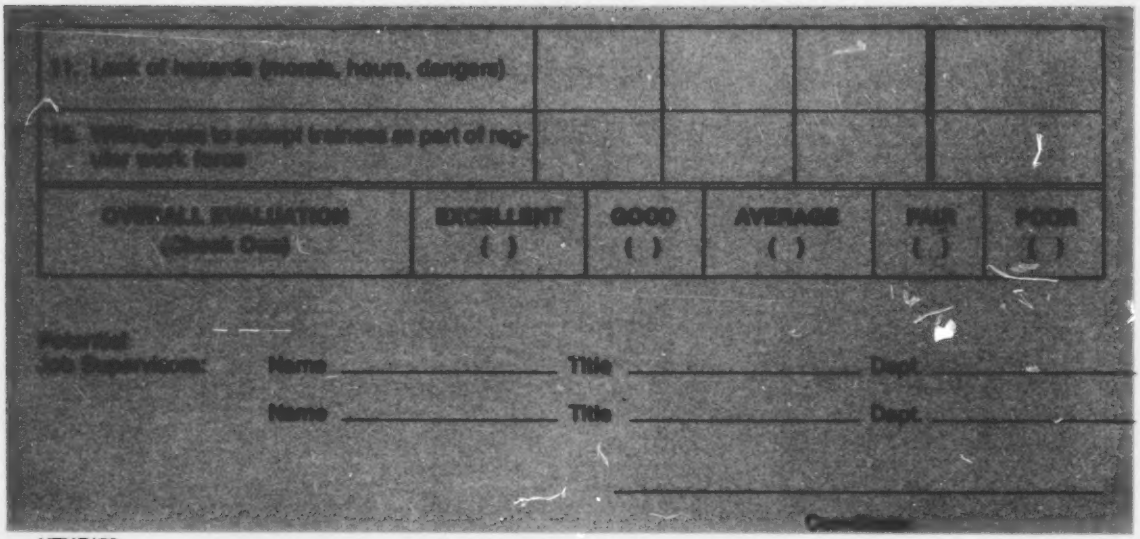
Possible Beginning Jobs for Work Stations:

Job Title _____ No. of Workers at this level _____

Job Title _____ No. of Workers at this level _____

RATING FACTORS	GOOD	AVERAGE	FAIR	REASON
1. Interest of management in training program				
2. Interest of supervisors in trainees				
3. Suitable occupations for training				
4. Opportunity for variety of work experience				
5. Facilities available for training				
6. Employment opportunity after graduation				
7. Opportunity for advancement				
8. Pay scale commensurate with other workers in same job				
9. Potential for continuous employment				
10. Accessibility to school				

UTHE/72



11. Lack of hazards (morals, hours, dangers)				
12. Willingness to accept trainees as part of regular work force				

OVERALL EVALUATION (Check One)	EXCELLENT ( )	GOOD ( )	AVERAGE ( )	FAIR ( )	POOR ( )

Potential Job Supervisors: Name _____ Title _____ Dept. _____

Name _____ Title _____ Dept. _____

_____

Comments

UTHE/72

SAMPLE 4

TRAINING PROFILE

☐ AG ☐ H. EC.
☐ DE ☐ OE
☐ HEALTH ☐ T & I
☐ OTHER

FOR PERIOD (Circle:) 1 2 3 4 5 6 Student _____

TASKS OR DUTIES LISTED ON TRAINING PLAN	NO. OF HOURS OF TRAINING		OVERALL EVALUATION OF TRAINING							
			FUTURE NEEDS			QUALITY OF TRAINING				
	Planned	Given	None	Some	Much	Excel.	Good	Aver.	Poor	None
ADDITIONAL TASKS OR DUTIES PERFORMED ON JOB										
COMMENTS:										

Date _____ Signature _____

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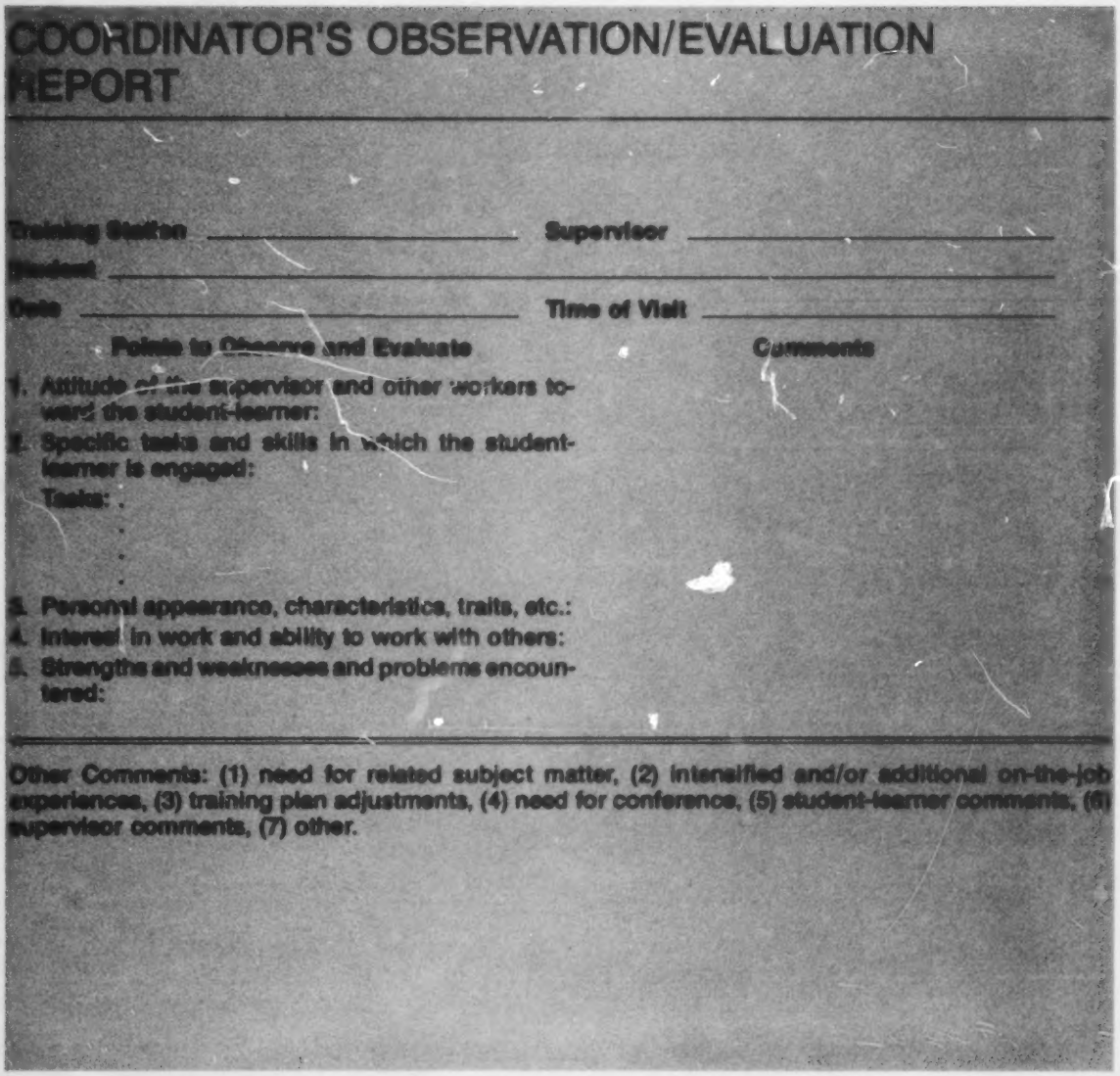
SAMPLE 5



COORDINATOR'S OBSERVATION/EVALUATION REPORT

Training Station _____ Supervisor _____

Student _____

Date _____ Time of Visit _____

Points to Observe and Evaluate	Comments
1. Attitude of the supervisor and other workers toward the student-learner:	
2. Specific tasks and skills in which the student-learner is engaged: Tasks: .	
3. Personal appearance, characteristics, traits, etc.:	
4. Interest in work and ability to work with others:	
5. Strengths and weaknesses and problems encountered:	

Other Comments: (1) need for related subject matter, (2) intensified and/or additional on-the-job experiences, (3) training plan adjustments, (4) need for conference, (5) student-learner comments, (6) supervisor comments, (7) other.

When a visit is not primarily for the purpose of observation/evaluation, a more **general report form** can be used (see Sample 6). It is important that you distinguish between **visiting** a student on the job and **observing** a student on the job. A visit may mean spending less than five minutes with a student, just to let the student know you were there checking on his or her progress.

Although it is true that you may make notations during a visit concerning comments that were made and general observations you made, the visit does not have as its main purpose a comprehensive, in-depth evaluation of the student based on observation of his or her actual performance of specific skills while on the job. Thus, the **coordination call report** (Sample 6) should be used only for visits, and the **coordinator's observation/evaluation report** (Sample 5) should be used for observation/evaluation purposes.

SAMPLE 6

COORDINATION CALL REPORT

Name _____

SCHEDULE
Date _____
Hour _____
Minutes for Call _____
Period: 1 2 3 4 5 6
Visit Requested by: Student Supervisor Coordinator

PURPOSE OF CALL	(Check)
Observation of Student at Work	
Visit with Supervisor	
Evaluation for Period	
Problem Situation	
Other (list)	

SUMMARY COMMENTS. Record observations made, actions taken, and suggestions or tentative plans discussed. Include specific compliments and criticisms if they are made.

By Student.

By Job Supervisor:

Other:

_____
Coordinator

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An observation/evaluation of the student is not necessary each time a visit is made; however, it is important to keep up to date on activities engaged in by the student. One way to keep up to date is to have students maintain records of their work hours, wages, experiences, and progress on a **weekly report form** (see Sample 7). You can then examine and evaluate these records with both the student and the on-the-job instructor. These reports provide a basis for determining (1) areas of confusion or concern on the part of the student, (2) whether the objectives in the training plan are being met, (3) whether changes or adjustments need to be made in the training plan, the on-the-job instruction, or the related instruction classes.

Another way of keeping accurately informed as to a student's progress is to have the on-the-job instructor make periodic reports to you. These reports may be either written or verbal or both. You will usually get a brief, informal progress report from the on-the-job instructor each time you make a coordination visit, but this information may not be detailed enough.

Therefore, it is recommended that you have the on-the-job instructor submit a more structured written **progress report** at regular intervals (see Sample 8). These written reports serve to supplement the informal oral reports, and to indicate whether your own observations have been valid. They also further point out student progress, strengths and weaknesses, and indicate further action which may need to be taken.

Whatever the type of coordination visit being made, you need to spend some time with the student and with the on-the-job instructor **after** the visit has been made. Often, you will need to spend time with both together, if it is warranted, to discuss problems and concerns and plan solutions. These post-sessions should not be only for problems; this is a good time to praise student progress and acknowledge quality instruction and training.

If adjustments must be made in the training plan, or if problems must be solved, it is often advisable to meet with both the student and the on-the-job instructor together so that an understanding may be reached as to the adjustments to be made to the plan and the course of action to be pursued in solving the problem. One procedure that you may use in helping students solve problems related to on-the-job instruction is as follows.

- Refer to student records for background information when necessary.
- Assist the student in identifying the problem.
- Assist the student in identifying possible solutions.
- Seek additional solutions or suggestions from the on-the-job instructor.
- If necessary, secure additional assistance.
- Assist the student in selecting a solution.
- Assist the student in testing out the solution.
- Follow up later to be sure that the problem has been solved.

Using this procedure not only helps solve the immediate problem, but it gives students a basis for solving future problems on their own.

At the conclusion of each coordination visit, check to see that reports are properly labeled and dated, and that all observations, comments, and recommendations have been noted. These records can then be filed for use where they will be readily available to use in planning subsequent visits, planning related instruction classes, and evaluating student progress.

SAMPLE 7

WEEKLY REPORT

Name _____ Week ending _____

Firm _____

HOURS WORKED

LIST ROUTINE TASKS	S	M	T	W	T	F	S
LIST NEW TASKS							
TOTAL HOURS WORKED DAILY							

TOTAL HOURS WORKED THIS WEEK _____

Describe in a paragraph some event that happened this week that made you feel good.

Describe in a paragraph some event with which you had a problem or that made you feel uncomfortable.

List in exact words criticisms or compliments you received this week.

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SAMPLE 8

PROGRESS REPORT

☐ AG ☐ HEALTH
☐ BOE ☐ H. EC.
☐ DE ☐ T & I
☐ OTHER

Name: _____

Evaluation Period: 1 2 3 4 5 6 From _____ to _____

By prior agreement this student was assigned to the tasks listed below. If he has been asked to work on other major tasks, please add them to the list. Please give your honest opinion about the progress and achievement of this student so that the student can be assisted in making improvement.

Please judge the student in the same way you would any other beginning worker.

ASSIGNED TASKS	UNDERSTANDS			PRODUCTION			QUALITY OF WORK			SUGGESTED IMPROVEMENTS
	YES	?	NO	FAIR	GOOD	EXCEL.	FAIR	GOOD	EXCEL.	

OVERALL PERFORMANCE	NEEDS HELP	WEAK	AVERAGE	GOOD
Punctual: gets to work on time No. of Times Absent ____ No. of Times Tardy ____				
Appearance: neat, well groomed, appropriately dressed				
Dependability: prompt, trustworthy, follows directions, meets obligations				
Adaptability: catches on fast, follows detailed instruction well, can switch jobs easily				
Ability to get along: cooperative, well mannered, has social and emotional stability				
Job attitude: enthusiastic, a good team worker, willing to work and cooperate, desires to improve				
Initiative: Ability to work without supervision, sees things to do				
Accepts suggestions: eager to improve, seeks assistance, follows through				

Do you think this student is performing as well as any other beginning worker in the same job?
☐ yes ☐ no ☐ not sure (Why) _____

Do you plan to ask the student to assume new duties in the next two months? ☐ yes ☐ no

If yes, what duties _____

If there have been any problems with this student in the last two months, describe the circumstances and the outcome on the back of this sheet.

Date _____ Signature _____

Company _____

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For further information on coordinating and supervising on-the-job instruction through coordination visits, you may wish to read sections dealing with this topic in the supplementary references, *A Guide for Cooperative Vocational Education*; Mason and Haines, *Cooperative Occupational Education and Work Experience in the Curriculum*; and/or Meyer, Crawford, and Klaurens, *Coordination in Cooperative Vocational Education*.

If you have specific questions related to your reading, or if you would like additional information or advice about planning, preparing for, scheduling, and making coordination visits, you may wish to arrange through your resource person to interview an experienced teacher-coordinator.

You may wish to structure the interview around certain key questions, e.g.,

- How does he or she go about structuring a schedule? How many visits per student does he or she allow? How much "free" time for handling emergencies does he or she allow?
- What activities comprise an ordinary visit? What emergency situations has he or she had to deal with?
- What guidelines does he or she use in handling problems?
- What helpful hints can he or she offer to help you avoid possible pitfalls?

The following items check your comprehension of the material in the information sheet, Coordinating and Supervising On-the-Job Instruction, pp. 6–20. Each of the eight items requires a short essay-type response. Please explain fully, but briefly, and make sure you respond to all parts of each item.

SELF-CHECK

1. What types of assistance can the teacher-coordinator provide to the student during coordination visits?

2. What types of assistance can the teacher-coordinator provide to the employer and/or on-the-job instructor during coordination visits?

3. What types of information can the teacher-coordinator get during coordination visits from (1) the on-the-job instructor, and (2) the student?

4. How can information gathered during a coordination visit be used?

5. How can a coordination calendar assist the teacher-coordinator?

6. In what ways does specific **preparation** for each coordination call assist the teacher-coordinator, the on-the-job instructor, and the student?

7. In what ways do evaluation reports completed by the on-the-job instructor and the teacher-coordinator assist in improving on-the-job instruction?

8. What benefits can be derived from a group conference concerning experiences encountered on the job by the student?

Compare your written responses on the Self-Check with the Model Answers given below. Your responses need not exactly duplicate the model responses; however, you should have covered the same **major** points.

MODEL ANSWERS

1. The teacher-coordinator can assist students on the job by helping them to **adjust** and **progress** on the job. The teacher-coordinator may help to plan orientation activities for the student, give advice concerning weaknesses, assist students in solving problems, help students evaluate their own progress, provide positive reinforcement concerning strengths, or explain steps and procedures students may use to improve their skills or their on-the-job relationships with others.

   The teacher-coordinator can also assist the students by working closely with their on-the-job instructors to keep the training running smoothly, to identify intensified and/or additional training experiences which may be needed, and to adjust the training plan accordingly. Finally, the teacher-coordinator can assist the student by keeping the lines of communication open between all involved parties, and by maintaining the quality and safety of the training program being provided.

2. The teacher-coordinator can assist the employer and/or on-the-job instructor by helping them to plan training activities for the students, providing them with related training materials, and suggesting ways, based on his/her observations, that they can improve their training. If problems arise with a particular student, the teacher-coordinator can work cooperatively with training station personnel to solve those problems.

   The teacher-coordinator can also help the on-the-job instructor to evaluate student progress and determine when the student is ready to move on to new activities. Finally, the teacher-coordinator can assist the on-the-job instructor by providing students with information and experiences in the related instruction classes which reinforce and expand upon the on-the-job training experiences.

3. The type of information that the teacher-coordinator needs to get from the on-the-job instructor and the student is any information which could assist the student in progressing on the job and ultimately achieving his or her career goal. This information can be gathered through reports prepared by the student and the on-the-job instructor, such as the weekly report or progress report, or through informal conferences with the student and/or instructor. The information should include (1) indication of student progress in the skills identified in the training plan, (2) experiences the student is having, (3) special strengths and weaknesses in the student's performance, attitude, or relations to others, and (4) actions which should be taken to reinforce strengths and correct weaknesses.

4. The information you gather should give you an accurate and fairly thorough picture of how well the student is performing on the job. You can use this information to determine corrective actions which need to be taken to improve the student's on-the-job progress. You can use it to determine what steps you need to take in providing more assistance (or perhaps less) to the student or in helping the instructor in his or her training efforts.

   The information also provides a basis for selecting related instruction and on-the-job experiences needed by the student. Finally, the information can be used when you follow up on a student's progress to see if the corrective actions taken have worked, if problems have been remedied, and if the student is progressing.

5. A coordination call calendar can assist the teacher-coordinator in organizing a realistic schedule of visits so that schedule conflicts are avoided. It helps ensure that there is **at least** one regularly scheduled visit for each student every month. It assists the teacher-coordinator in making sure that there is an efficiency and economy of scheduling and that little time is wasted.

   More important, a calendar helps the teacher-coordinator keep track of visits to be made so that adequate preparation can be made **in advance**. It also provides a means of keeping school administrators informed as to the teacher-coordinator's whereabouts and ac-

tivities, thus also justifying the coordinator's use of the released time in his or her schedule.

6. One of the most important reasons for preparing for each coordination visit is that it ensures that the visit will be of maximum **productivity** and that time will not be unnecessarily wasted. Proper preparation means that (1) you have the necessary reports and records of past visits ready to take with you to use in following up on past actions taken or problems encountered, (2) you have assembled copies of all the blank forms that will be needed for the visit so you do not need to rely on mental notes or haphazard notations, and (3) you have reviewed the student's past progress and **planned** the specific **purpose** of the visit and identified **activities** you need to complete during the visit. Being prepared will provide a businesslike atmosphere which will help to get the job done.
7. Evaluation reports indicate the proficiency level attained by each student to date. They serve to formalize the evaluation process, making it more valid and reliable. They help you, the instructor, and the student identify the student's strengths and weaknesses, and determine what areas the student must concentrate on in order to improve. They help identify areas in which consideration should be given to providing new or additional training experiences or related instruction in order for the student to achieve his or her objectives. Evaluation reports can also point out the need for a group conference to solve problems.
8. Conferences can provide a setting that will personalize the on-the-job experiences of the students. They give students a chance to discuss their reactions to the on-the-job training and their perceptions as to their progress on a one-to-one basis with the teacher-coordinator, or to work through problems with their on-the-job instructors with the support and assistance of the teacher-coordinator.

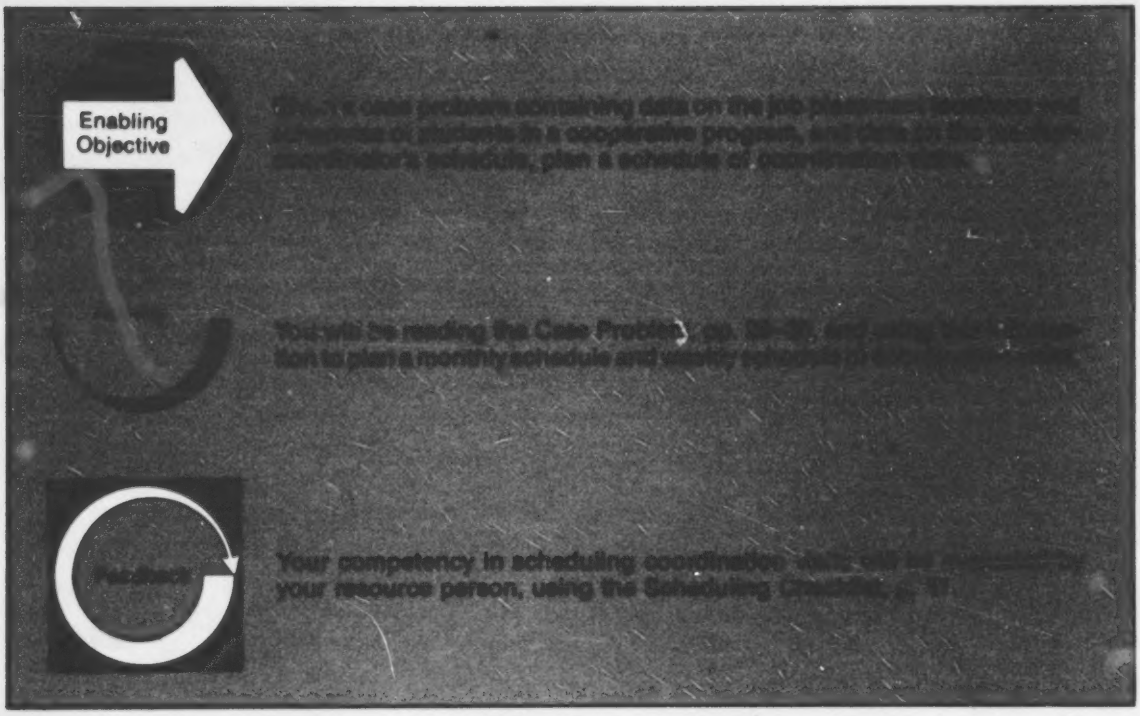
   During a conference, students can discuss past and present experiences, problems, successes, and have a chance to express their likes, and dislikes. They can make suggestions as to future activities they would like to be involved in. They can work with the teacher-coordinator to solve problems. The teacher-coordinator has a chance during a conference to help the student understand the ratings he or she has received from the coordinator and the instructor.

   Conferences are also an excellent means of keeping the channels of communication open so that the student feels an active participant in his or her training and can work in a positive environment.

LEVEL OF PERFORMANCE: Your completed Self-Check should have covered the same **major** points as the model responses. If you missed some points or have questions about any additional points you made, review the material in the information sheet, Coordinating and Supervising On-the-Job Instruction, pp. 6–20, or check with your resource person if necessary.

Learning Experience II

OVERVIEW



Read the following Case Problem, including data on (1) the number of students in the program, (2) their job placement, (3) their working hours, (4) the geographic locations of their training stations, (5) their on-the-job instructors, and (6) the teacher-coordinator's schedule of classes and activities. Then use this data to schedule coordination visits on the Monthly Coordination Schedule, p. 29 and the Weekly Coordination Schedule, p. 30. On the monthly schedule, identify which students are to be visited each day. On the weekly schedule, identify the times for each visit.

CASE PROBLEM

You are a teacher-coordinator in a cooperative vocational education program in your area of specialization. You teach 34 students in two different classes of related instruction, scheduled for the 3rd and 5th periods of a 7-period day. Third period begins at 9:50 a.m. and ends at 10:40. Fifth period begins at 11:40 a.m. and ends at 12:30. Your 34 students are employed by 20 different cooperating employers. They are supervised by 31 different on-the-job instructors.

Geographically, training stations are clustered in three areas as follows:

Area I

Student No. 1
Student No. 2
Student No. 3
Student No. 4
Student No. 5
Student No. 6
Student No. 7
Student No. 8
Student No. 9
Student No. 10
Student No. 11
Student No. 12
Student No. 13

Area II

Student No. 14
Student No. 15
Student No. 16
Student No. 17
Student No. 18
Student No. 19
Student No. 20
Student No. 21
Student No. 22

Area III

Student No. 23
Student No. 24
Student No. 25
Student No. 26
Student No. 27
Student No. 28
Student No. 29
Student No. 30
Student No. 31
Student No. 32
Student No. 33
Student No. 34

The following sets of students are supervised by the same on-the-job instructor: 10 and 11; 16 and 18; 23, 29, and 32.

Ten of the students work only in the morning, 21 work afternoons, and three work evenings and Saturdays. Students working **morning hours** are—

Student No. 6
Student No. 7
Student No. 12
Student No. 15
Student No. 16
Student No. 18
Student No. 19
Student No. 22
Student No. 23
Student No. 34

Students working **evenings and Saturdays** are—

Student No. 24
Student No. 30
Student No. 33

The employers of the following students would prefer that you not make your visits during the last two hours of the work day (3–5 p.m.).

Student No. 8
Student No. 9
Student No. 14
Student No. 31
Student No. 32

You have already filled in some of the activities you will have to be involved in which will affect your schedule: special school events, and committee involvements. Such activities are part of your responsibilities as a teacher-coordinator and must be attended.

MONTHLY COORDINATION SCHEDULE

Month OCTOBER **Year** 1977

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
X	X	1	2	3	4 Vocational Club Car Wash 3:00-6:00	5
6	7	8 Faculty Meeting 2:30-3:45	9	10 District Coordinators Meeting 1:30-4:30	11	12
13	14	15	16 Plan. Comm. for New Area Vocational School 1:00-5:00	17	18 No School for Students Teacher Inservice Day	19
20	21 Local Officer Leadership Workshop 1:30-6:30	22	23	24	25 Advisory Committee Meeting 1:30-4:30	26
27	28	29	30	31 Monthly Report Due--Meeting with Voc. Director 1:30-4:00	X	X

WEEKLY COORDINATION SCHEDULE

Week Ending October 11

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
8:00-8:50						
8:55-9:45						
9:50-10:40						
10:45-11:35						
11:40-1:10 (includes lunch)						
1:15-2:05						
2:10-3:00						

After you have planned your coordination schedule, arrange to have your resource person review and evaluate your plan. Give him/her the Scheduling Checklist, p. 31, to use in evaluating your work.

SCHEDULING CHECKLIST

Directions: Place an X in the NO, PARTIAL, or FULL box to indicate that each of the following performance components was not accomplished, partially accomplished, or fully accomplished. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

Name _____

Date _____

Resource Person _____

LEVEL OF PERFORMANCE

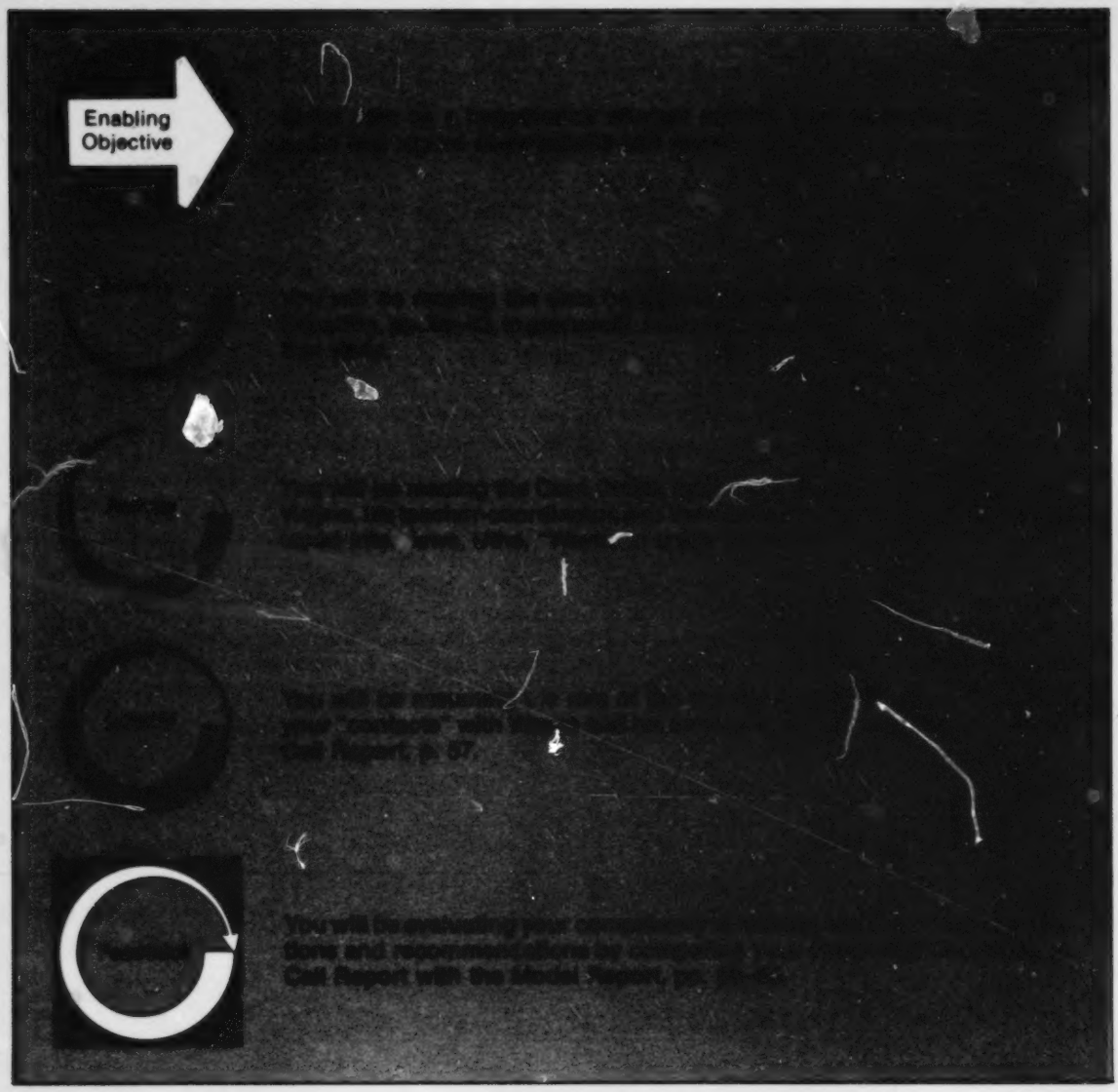
	N/A	No	Partial	Full
1. The teacher identified which students are to be visited each day of the month	☐	☐	☐	
2. The time of day identified for each student to be visited fits:				
a. the student's regular work hours	☐	☐	☐	
b. the employer's preferences	☐	☐	☐	
c. the school activities scheduled	☐	☐	☐	
d. the teacher-coordinator's other responsibilities	☐	☐	☐	
3. The teacher scheduled at least one regular coordination visit for each student	☐	☐	☐	
4. The schedule allowed for efficient use of time and travel by having visits scheduled to the same area on the same day	☐	☐	☐	
5. The teacher allowed time on the schedule for extra coordination visits which might be needed or emergency situations which might arise	☐	☐	☐	
6. The schedule is readable and straightforward so that administrators could use it to locate the teacher-coordinator at any time	☐	☐	☐	

LEVEL OF PERFORMANCE: All items must receive FULL, or N/A responses. If any item receives a NO, or PARTIAL response, review the material in the information sheet, Coordinating and Supervising On-the-Job Instruction, pp. 6–20, and the case data, pp. 28–30, revise your schedule accordingly, or check with your resource person if necessary.

NOTES

Learning Experience III

OVERVIEW



On pp. 35–53, you will find data on Wayne Moore, a student in the cooperative vocational program. Included in the data provided are the following items.

- an application for admission to the cooperative program which Wayne completed
- Wayne's cumulative record
- an analysis of Wayne's recruitment interview, written by you, the teacher-coordinator (William Hodson)
- three teachers' recommendations as to Wayne's strengths and weaknesses
- a student profile summarizing Wayne's achievements and potential for success in a stated career objective, completed by you, the teacher-coordinator
- your written evaluation of the training station at which Wayne has been placed
- a copy of the training agreement completed for Wayne
- the first page of the training plan developed for Wayne
- two weekly reports filled out by Wayne
- a progress report filled out by Mr. Newton, Wayne's employer, on April 1
- a training profile you used to evaluate Wayne's progress on April 1
- two coordination call reports you completed in March.

Assume that you have received a telephone call from Mr. Newton, Wayne's employer. It is April 15, 1972. Mr. Newton indicates that Wayne has not arrived at work yet and has not called in sick. You check around school, but Wayne is not there, so you decide to check his home. If he is there, you plan to take him to work to confer with both him and his employer. You call Mr. Newton to tell him of your plans and to make sure it would be convenient for him to be involved in a conference later in the day. It is. Before leaving for these emergency visits, review the data you have on Wayne to date so you will be prepared for the visits. Note any problems or potential concerns.

APPLICATION FOR COOPERATIVE PROGRAM

☐ AG ☐ HEALTH
☐ BOE ☐ H. EC.
☐ DE ☐ T & I
☐ OTHER

PERSONAL DATA

Name Wayne Moore Date 2/15/72 Grade 11th

Address 1920 4th St. N.E. Telephone 362-9571

Age 16 Height 5' 8" Weight 140 Birthday 3/9/55 Social Security No. / /

Health Good Physical Handicap? None

Hobbies Movies

Activities—Athletics –

School –

Church Cathlic

Community –

FAMILY BACKGROUND

Father:
Name – Street –

Occupation – City ZIP

Mother:
Name Gloria Street 1920 4th St. N.E.

Occupation Cleaning Lady at Nite City ZIP

Do you live with your parents ___, Father ___, Mother x, Guardian ___, Other wive

Number of brothers 2 Ages 14, 11 Number of sisters 1 Ages 13

WORK EXPERIENCE

List previous work experience:

Job Title	Employer	Dates
Passed out leflet	Don't know	Oktober

Are you available for summer employment? Yes

Could you drive to work? No Other transportation? Bus

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EDUCATION

What is your class schedule now?

HOUR	SUBJECT	TEACHER	ROOM
1	U.S. History	Gibson	109
2	Shop	Krause	25B
3	Study Hall	Pauck	305
4	Lunch		
5	P. E.	Schrader	Boys Gym
6	English	Luna	201
7	Art	Larsen	10B

What courses do you plan to take next year? I don't know

List three teachers you would ask to recommend you for this program.

Mr. Krause

Mr. Schrader

Mr. Gibson

CAREER INTEREST

How did you learn of Coop training? Conslor tole me

Why do you want to take Coop training? to earn money

What kind of a job would you like to train for in this program? Drive-in oner

I would prefer to work with (check one): ___ my hands ___ machines ___ people.

Given the opportunity to work for any company in this area, which company would you choose?

View & Chew Drive-in

What do you plan to do after graduation? On a drive-in.

What are your future education plans? None

What would you like to be doing five years from now? On a drive in.

I have completed the above form after careful consideration. If I am accepted for this program, I will take advantage of every opportunity which will improve my skills and efficiency in both the classroom and the world of work.

Signed Wayne Moore
STUDENT

UTHE/72

CUMULATIVE SCHOOL RECORD

Student Wayne Moore Date 2/16/72

SUBJECTS	GRADES							
	9		10		11		12	
English	D	D	F	D	F			
General Math/Algebra	D	C						
General Science/Biology	C	D						
World History/U.S. History			F	D	F			
Basic Business	D	D						
Typing			F					
Shorthand								
Bookkeeping								
P.E.	B	C	C	C	D			
Industrial Arts I			C	D	D			
Art I					D			
Tardiness	5	6	9	12	2			
Absences	10	9	35	21	36			

DIFFERENTIAL APTITUDE TEST BATTERY SCORES

10 VERBAL REASONING
14 NUMERICAL ABILITY
9 ABSTRACT REASONING
46 SPACE RELATIONS
37 MECHANICAL REASONING
23 CLERICAL SPEED & ACCURACY
16 LANGUAGE USE-SPELLING
17 LANGUAGE USE-SENTENCES

INTELLIGENCE LEVEL: 87

HEALTH RECORD: Good

GENERAL COMMENTS:

Was suspended for smoking in classroom 2-22-71
Was suspended for using profanity in a classroom 4-12-71
Attendance has been a problem—
Was married 2-1-72 as girlfriend was pregnant

W. Hobson
Coordinator's Signature

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1. Language Spoken in Household
English ☒ Other ☐
Spanish ☐

2. Youth Lives With
Both Parents ☐ Father only ☐ Other ☒ (specify) Wife
Guardian ☐ Mother only ☒

3. Marital Status of Youth
Single ☐ Separated or Divorced ☐
Married ☒ Widowed ☐

4. Number of Persons
A. Living in Household 6
B. In Family 2

5. Number of Youth's Own Children in Household 0

6. Head of Household is
Father ☐ Mother ☒ Male Guardian ☐
Female Guardian ☐ Student ☐
Other ☐ (specify) _____

7. During Last Week, Head of Household
Worked 35 Hours or More ☒
Worked Less Than 35 Hours ☐
Was not Working ☐

8. Other Household Members Employed 35 Hours or More Per Week
Father ☐ Brothers/Sisters ☐
Mother ☐ Other ☐

9. Usual Occupation of
Father _____
Mother Cleaning Lady sometimes

10. Estimated Annual Family Income
Below $1000 ☐ From 3000 to 4000 ☒
From 1000 to 2000 ☐ From 4000 to 5000 ☐
From 2000 to 3000 ☐ Above $5000 ☐

11. Youth Contributes to Support of Family
Yes ☐ No ☒

12. Youth Resides in Public Housing
Yes ☒ No ☐

13. Family Receives Welfare Assistance
Yes ☒ No ☐

14. Have You Held a Job for Which You Have Received Wages
Yes ☒ If "no" skip
No ☐ to No. 21

15. Are You Currently Working
Yes ☐
No ☒

16. Hours Worked Per Week on Current or Last Job
[ ][4]

17. Earnings Per Hour On Current or Last Job
[1][2][5]

18. Ever Held a Job of 30 Days or More
Yes ☐ No ☒ If "no" skip to No. 21

19. No. of Weeks Since Last Job Held 30 Days or More
[ ][ ][ ]

20. Job Title(s) of Jobs Lasting 30 Days or More
_____
_____

21. Highest School Grade Completed
[1][0]

22. Ever Left High School Before Graduating
Yes ☒ No ☐

23. Reasons for Leaving School
Academic ☐ Discipline ☒ Graduation ☐
Economic ☐ Health ☐ Other ☐

24. No. of Months Since Leaving School
[1][2]

25. Youth Prefers to Work
With Hands ☒
With Machines ☐
With People ☐

26. Youth Prefers to Work in (mark two): Theater
Restaurant ☐ Sales ☐ Nursery/Garden Store ☐ Construction Firm ☐
Office ☐ Gas Station ☐ Grocery Store ☐ Maintenance Work ☐
Garage ☐ Bakery ☐ Nursing Home/Hospital ☐ Discount Store ☐

UTHE/72

COORDINATOR'S ANALYSIS OF WAYNE'S RECRUITMENT INTERVIEW

Appearance: Wayne seemed to have a problem with cleanliness and grooming.

Poise: Wayne was not poised. He was too casual and flippant.

Attitude: His attitude was flippant, cocky (e.g., "I'm gonna own a drive-in"; "Oh I can do anything now"). His tone of voice was sullen and suspicious for the most part. His statements about school were all negative (e.g., "the other junk they teach around here," "I'm not learnin' nothing here anyhow").

Personality: He was open and talked freely, but he was slightly hostile and his cockiness didn't help to make a positive impression.

Verbal Expressions: Wayne spoke sloppily. His use of the English language was sub-standard—not appropriate for interview situations. It would not be adequate for certain jobs, especially those dealing directly with customers.

Initiative: Although he has ambitious plans to own a drive-in theater, there is some evidence that Wayne is fairly lazy. One of the reasons he took art and shop is that "they're easier." When he was hired to pass out leaflets, he only worked a month because "it was getting too cold for this walkin' door-to-door stuff." His initiative was mostly bravado, and he seemed irresponsible.

General Comments: Wayne had a very unrealistic view of his skills, of the skills needed to succeed in a job, and of what is involved in becoming a theater owner. He wants to make lots of money, but has no idea of how long it takes or how much work is involved. All his questions indicate that he wants to get the best deal he can with the least effort on his part. He is weak on the ability to follow through in a job (e.g., he made a birdhouse but never hung it), and he had a tendency to shrug off any possible weakness in his attitudes and skills as "no big deal."

Career Goals: "Drive-in theater owner." This is unrealistic in terms of his skills, his financial status, and his initiative. However, a theater-related job is not necessarily unrealistic.

☐ AG ☐ HEALTH
☐ BOE ☐ H. EC.
☐ DE ☐ T & I
☐ OTHER

TEACHER RECOMMENDATION

(CONFIDENTIAL)

Student Wayne Moore Subject(s) History

This student has applied for participation in the Cooperative Program. Would you help us in our selection process by providing the following information about this student.

	NEEDS HELP	FAIR	AVERAGE	GOOD	EXCELLENT
RELIABILITY	X				
LEADERSHIP	X				
INDUSTRIOUSNESS	X				
POISE		X			
GROOMING	X				
KNOWLEDGE OF SUBJECT MATTER		X			
GETTING ALONG WITH OTHERS		X			

Any Special Job Skills? (a) _____

(Indicate Level) (b) _____

Special Talents _____

What do you feel are the student's strong points?

He voices opinions occasionally. Usually in an attempt to get some attention.

What do you feel are the student's weak points?

Has an extremely short attention span - constantly needs discipline and supervision. Immature.

Other Comments—

Has great plans for himself. . . At least he sets goals.

Date 2/20/72 Signature Leo Gibson

UTHE/72

☐ AG ☐ HEALTH
☐ BOE ☐ H. EC.
☐ DE ☐ T & I
☐ OTHER

TEACHER RECOMMENDATION

(CONFIDENTIAL)

Student Wayne Moore Subject(s) Phys. Ed.

This student has applied for participation in the Cooperative Program. Would you help us in our selection process by providing the following information about this student.

	NEEDS HELP	FAIR	AVERAGE	GOOD	EXCELLENT
RELIABILITY		X			
LEADERSHIP		X			
INDUSTRIOUSNESS		X			
POISE		X			
GROOMING		X			
KNOWLEDGE OF SUBJECT MATTER			X		
GETTING ALONG WITH OTHERS	X				

Any Special Job Skills? (a) _____

(Indicate Level) (b) _____

Special Talents _____

What do you feel are the student's strong points?

Does well on individual efforts if given a good deal of encouragement.

What do you feel are the student's weak points?

Has problems with anything involving team work—alienates others with exaggerations and bragging.

Other Comments—

Have talked to him several times about cleanliness and personal grooming - definite problem.

Date 2/20/72 Signature Bob Schrader

UTHE/72

☐ AG ☐ HEALTH
☐ BOE ☐ H. EC.
☐ DE ☐ T & I
☐ OTHER

TEACHER RECOMMENDATION

(CONFIDENTIAL)

Student Wayne Moore Subject(s) Industrial Arts

This student has applied for participation in the Cooperative Program. Would you help us in our selection process by providing the following information about this student.

	NEEDS HELP	FAIR	AVERAGE	GOOD	EXCELLENT
RELIABILITY	X				
LEADERSHIP	X				
INDUSTRIOUSNESS		X			
POISE	X				
GROOMING		X			
KNOWLEDGE OF SUBJECT MATTER			X		
GETTING ALONG WITH OTHERS	X				

Any Special Job Skills? (a) _____

(Indicate Level) (b) _____

Special Talents _____

What do you feel are the student's strong points?

He seems to enjoy working with wood etc. and can do a nice job if he tries, but he rarely does.

What do you feel are the student's weak points?

Boisterous, yet insecure - seems not to have any friends

Other Comments—

Have an idea he might do better if he was in school more than half the time

Date 2/19/72 Signature Gene Krause

UTHE/72

STUDENT PROFILE

Name Wayne Moore

CAREER OBJECTIVE (or Position) Drive-in theater manager **Date** 2-20-72

Summarize the student's present achievements and potential for success in the stated career objective. Make specific judgments and suggestions in each of the areas below using data from the Application, Cumulative School Record, Recruitment Interview Analysis, Teacher Recommendation forms, and/or specific diagnostic tests and orientation projects.

1. **What type of work does the student think is involved in the career objective? Is it a realistic view?**

   Fun things. Picking out movies he wants rather than what sells. Plans on large profit. Not very realistic

2. **What qualifications and training does the student think is necessary for succeeding in this position? How did the student obtain this knowledge?**

   None. Information obtained from a friend who worked in a theater in some capacity. Seems to feel that all money taken in is pure profit.

3. **Does the student possess the minimal basic skills in reading, math, English, and speech for obtaining a job in this area? For succeeding in reaching the career objective? How well does the student's interpretation fit his or her grade point average, intelligence level, and/or communication abilities? Spelling? Handwriting?**

   Needs much improvement in basic skills. However, could probably do some of the jobs available around a theater.

4. **Does the student possess at least a minimal level of understanding of the general occupational requirements in such areas as: attendance and absenteeism? payroll factors and fringe benefits? attitudes? cooperation with employer and co-workers? dress and grooming? types of work available with his or her abilities?**

   Says he understands about absenteeism, etc.
   We'll see when time goes by.

5. **Does the student possess specific job skills in this occupational area? If so, what skills? What level? How obtained? Any work experience? Can he or she operate any special machines? Any special talents?**

   None necessarily needed at present for maintenance and cleaning except willingness to work. Must acquire understanding of world of work, business management qualifications, etc.

6. **Other comments?**

   Needs job desperately.

Bill Hodson

Signature

UTHE/72

EVALUATION OF TRAINING STATION

☐ AG ☐ HEALTH
☐ BOE ☐ H. EC.
☐ DE ☐ T & I
☑ OTHER

Name of Firm Galaxie Theater Date Visited 3-1-72

Address 423 Washington Owner's Name J. W. Browne

Contact Person Don Newton Title Gen. Manager Dept. --

Type of Business: In-door Movie Theatre No. of Workers 25

Possible Beginning Jobs for Work Stations:

Job Title Custodian No. of Workers at this level

RATING FACTORS	GOOD	AVERAGE	FAIR	REASON
1. Interest of management in training program		X		
2. Interest of supervisors in trainees	X			Father Figure Type
3. Suitable occupations for training		X		Could progress to cashier or concession stand
4. Opportunity for variety of work experience			X	
5. Facilities available for training		X		
6. Employment opportunity after graduation		X		
7. Opportunity for advancement		X		
8. Pay scale commensurate with other workers in same job		X		
9. Potential for continuous employment	X			
10. Accessibility to school	X			
11. Lack of hazards (morals, hours, dangers)	X			
12. Willingness to accept trainees as part of regular work force		X		

OVERALL EVALUATION (Check One)	EXCELLENT ( )	GOOD ( )	AVERAGE (X)	FAIR ( )	POOR ( )

Potential Job Supervisors: Name Larry Glenn Title Head Custodian Dept. Maintenance

W. Hodson
Coordinator

UTHE/72

TRAINING AGREEMENT

☐ AG ☐ HEALTH
☐ BOE ☐ H. EC.
☐ DE ☐ T & I
☑ OTHER

☐ REGULAR
☒ PART G

School Alton High School

In Cooperation with

Employer Galaxie Tneatre

Supervisor Larry Glenn

Street 423 Washington

City Altonville Phone 767-1024

Job Title Custodian

Daily Work Schedule

	M	T	W	T	F	S	S
From	1:00		1:00	1:00	1:00	1:00	
To	5:00		5:00	5:00	5:00	5:00	

Total Legal Working Hours Per Week _____

Trainee Wayne Moore HR. 30J

Street 1920 4th St. N.E.

City Altonville Phone 362-9571 Zip 48809

Social Security No. 478-90-1062

Grade 11 Age 16 Sex: (M) F

Date Of Birth 3-9-55

Rate Of Pay $1.65 Deviation: YES (NO)

Date Employment Begins 3-5-72

Expected Completion Date --

JOB ACTIVITIES

1st. Quarter	% Time	3rd. Quarter	% Time
		Maintenance-cleaning,	100%
		vacuuming, trash	

2nd. Quarter	% Time	4th. Quarter	% Time
		Same--plus	90%
		replenish supplies	10%
		and keep stock	
		records	

TITLE OF RELATED INSTRUCTION CLASS

First Semester	Second Semester

UTHE/72

Some Responsibilities of Program Participants:

1. Trainee will abide by the regulations and policies of his employer and the school.
2. The employer assumes the responsibility of providing the trainee with the broadest occupational experience in keeping with the job activities listed above.
3. The coordinator will arrange for in-school related instruction, consultation, and advisory service to parties concerned with this training program.
4. The employment of the trainee shall conform to all federal, state, local laws and regulations, including non-discrimination against any applicant or employee because of race, color, sex, or national origin.
5. The employer shall contact the coordinator of any violations committed by the trainee.

UTHE/72

Student Wayne Moore Date 3-4-72

Parent _____ Date 3-4-72

Employer Don Newton Date 3-4-72

School Official W. Hodson Date 3-4-72

White—Office Copy Yellow—Employer's Copy

Pink—School Copy Blue—Trainee's Copy

☐ AG ☐ HEALTH
☐ BOE ☐ H. EC.
☐ DE ☐ T & I
☑ OTHER

TRAINING PLAN

Date 3/5/72 Student Wayne Moore

By D. Newton, Galaxie (SUPERVISOR / COMPANY) By W. Hodson (COORDINATOR)

The job supervisor and the coordinator are responsible for designing a training program that assists the student-learner in making a successful transition from an inexperienced student-worker to a competent adult worker. The TRAINING PLAN is an INFORMAL contract between the job supervisor and the coordinator about the responsibilities for the student's training. The job supervisor trains the student for specific tasks on the job and provides as many different learning experiences as possible throughout the year. The coordinator, by knowing the type of tasks assigned to the student and the training that is provided, can then design in-school learning projects that (a) provide remedial training in basic skills if necessary, (b) utilize the job tasks and complement the training provided by the job supervisor, (c) provide training for skills that a student needs prior to rotating to a new task on the job, and/or (d) prepare the student to advance to a level nearer the stated career objective. The Training Plan should be reviewed periodically and adjusted to meet changed circumstances.

CAREER OBJECTIVE Theater Manager

DOT DESCRIPTION:

Initiate and operate [redacted]
Employ and supervise pe
order films, concession
and maintenance supplies; plan advertising and public relations campaigns; maintain financial records. Cope with everyday operational problems.

CURRENT JOB: Janitor	**USOE Code No.** _____	**DOT Code No.** _____

MAJOR TASKS	SPECIFIC ATTITUDES DESIRED
Clean and vacuum Dust Empty trash Small repairs	Responsible Cheerful Willing to work Neat
MACHINES TO BE USED	**SPECIAL KNOWLEDGE/CONTENT NEEDED**
Vacuum sweeper	

UTHE/72

WEEKLY REPORT

Name Wayne Moore Week ending 3-9-72

Firm Galaxie Theater

HOURS WORKED

LIST ROUTINE TASKS	S	M	T	W	T	F	S
Vacum Carpets		1	1	1	1	1	2
Cleaned Batroms		1	1	1	1	½	2
Cleaned Food stand		1	1	1	1	1	3
Sweeped Floor		1	½	1	1	1½	1
LIST NEW TASKS							
Put in new Lite Bulbs			½				
TOTAL HOURS WORKED DAILY		4	4	4	4	4	8

TOTAL HOURS WORKED THIS WEEK 28

Describe in a paragraph some event that happened this week that made you feel good.

The boss tol me the first day that I was a hard worker.

Describe in a paragraph some event with which you had a problem or that made you feel uncomfortable.

The oner of the theater came to look things over. He din even say helo to me.

List in exact words any criticisms or compliments you received this week.

UTHE/72

WEEKLY REPORT

Name Wayne Moore Week ending 3-16-72

Firm Galaxie Theater

HOURS WORKED

LIST ROUTINE TASKS	S	M	T	W	T	F	S
Cleaned Batroom			1	1	1	½	2
Cleaned Food Stand			½	1	1	1	2
Pick up Trash			½	1	1	1	2
Sweeped Teater				1	1	1	2
LIST NEW TASKS							
Vacuum seats		4					
Changed margee			2				
TOTAL HOURS WORKED DAILY		4	4	4	4	4	8

TOTAL HOURS WORKED THIS WEEK 28

Describe in a paragraph some event that happened this week that made you feel good.

Yesterday Mr. Brown let me do the margee by my self.

Describe in a paragraph some event with which you had a problem or that made you feel uncomfortable.

The boss said my har was not clean enuf for the Food stand. He said it look like girl.

List in exact words any criticisms or compliments you received this week.

UTHE/72

☐ AG ☐ HEALTH
☐ BOE ☐ H. EC.
☐ DE ☐ T & I
☑ OTHER

PROGRESS REPORT

Name Wayne Moore

Evaluation Period: 1 2 3 (4) 5 6 **From:** 3-5-72 **to** 4-1-72

By prior agreement this student was assigned to the tasks listed below. If he has been asked to work on other major tasks, please add them to the list. Please give your honest opinion about the progress and achievement of this student so that the student can be assisted in making improvement.

Please judge the student in the same way you would any other beginning worker.

ASSIGNED TASKS	UNDERSTANDS			PRODUCTION			QUALITY OF WORK			SUGGESTED IMPROVEMENTS
	YES	?	NO	FAIR	GOOD	EXCEL.	FAIR	GOOD	EXCEL.	
Change Marquee	✓				✓			✓		
Vacuum	✓			✓			✓			skips areas occasionally
Maintenance	✓			✓				✓		
Clean up	✓			✓			✓			needs to be more careful

OVERALL PERFORMANCE	NEEDS HELP	WEAK	AVERAGE	GOOD
Punctual: gets to work on time No. of Times Absent 1 No. of Times Tardy 2			✓	
Appearance: neat, well groomed, appropriately dressed		✓		
Dependability: prompt, trustworthy, follows directions, meets obligations			✓	
Adaptability: catches on fast, follows detailed instruction well, can switch jobs easily			✓	
Ability to get along: cooperative, well mannered, has social and emotional stability	✓			
Job attitude: enthusiastic, a good team worker, willing to work and cooperate, desires to improve			✓	
Initiative: Ability to work without supervision, sees things to do		✓		
Accepts suggestions: eager to improve, seeks assistance, follows through	✓			

Do you think this student is performing as well as any other beginning worker in the same job?
☒ yes ☐ no ☐ not sure (Why) _____

Do you plan to ask the student to assume new duties in the next two months? ☒ yes ☐ no

If yes, what duties? Take care of the supplies

If there have been any problems with this student in the last two months, describe the circumstances and the outcome on the back of this sheet.

Date 4-1-72 Signature Don Newton

Company _____

UTHE/71

☐ AG ☐ HEALTH
☐ BOE ☐ H. EC.
☐ DE ☐ T & I
☑ OTHER

TRAINING PROFILE

FOR PERIOD (Circle:) 1 2 (3) 4 5 6 Student Wayne Moore

TASKS OR DUTIES LISTED ON TRAINING PLAN	NO. OF HOURS OF TRAINING		OVERALL EVALUATION OF TRAINING							
			FUTURE NEEDS			QUALITY OF TRAINING				
	Planned	Given	None	Some	Much	Excel.	Good	Aver	Poor	None
Vacuuming Seats	2	1		X				X		
Pick-up trash	2	1	X					X		
Sweeps Floors	1	1	X					X		
Clean Windows	2	1		X					X	
Change Marquee	3	4		X			X			
Clean Concession	1	1		X			X			
Clean Lavatories	1	1	X					X		
Repair Work	9	12			X	X				
Empty Wastebaskets	1	½	X					X		
Replenish Supplies	5	0			X					X
ADDITIONAL TASKS OR DUTIES PERFORMED ON JOB										
Repair Curtain		1		X			X			
Paint Walls		9		X			X			

COMMENTS:

Date 4-1-72 Signature W. Hodson

UTHE/72

COORDINATION CALL REPORT

Name Wayne Moore

SCHEDULE	
Date	3-12-72
Hour	2:00 p.m.
Minutes for Call	30
Period	1 2 3 (4) 5 6
Visit Requested by: Student Supervisor Coordinator	

PURPOSE OF CALL	(Check)
Observation of Student at Work	✓
Visit with Supervisor	✓
Evaluation for Period	
Problem Situation	
Other (list)	

SUMMARY COMMENTS. Record observations made, actions taken, and suggestions or tentative plans discussed. Include specific compliments and criticisms if they are made.

By Student:

Seems to be satisfied with the job; said he was learning about the business.
Needs to improve in getting along with supervisor. Has to learn how to make suggestions tactfully--if at all!

By Job Supervisor:

Seems patient with Wayne, thinks Wayne is a little "wet behind the ears."

Other:

Has been on time for work daily--amazing for Wayne. Is enthusiastic about duties.
He talks too much--criticizes established methods. Thinks he knows it all and won't take suggestions yet.

W. Hodson

Coordinator

UTHE/72

COORDINATION CALL REPORT

Name Wayne Moore

SCHEDULE	
Date	3-26-72
Hour	1:00 p.m.
Minutes for Call	15
Period	1 2 3 (4) 5 6
Visit Requested by:	Student Supervisor Coordinator

PURPOSE OF CALL	(Check)
Observation of Student at Work	✓
Visit with Supervisor	✓
Evaluation for Period	
Problem Situation	
Other (list)	

SUMMARY COMMENTS. Record observations made, actions taken, and suggestions or tentative plans discussed. Include specific compliments and criticisms if they are made.

By Student:

Mentioned he would like to do more repair and maintenance work than all cleaning--said Mr. Glenn did "all the fun stuff."

By Job Supervisor:

Said Wayne needs to do a better job of cleaning.

Other:

Enjoys doing new things and is enthusiastic about work involving tools and carpentry. Cannot work by himself--needs constant supervision.

W. Hodson

Coordinator

UTHE/72

You (as Mr. Hodson) have visited Wayne in his home, returned with him to work, and conferred with his employer, Mr. Newton. Read the following Case Script of what was said during these visits: (1) your visit to Wayne, (2) Wayne's conversation with Mr. Newton, and (3) your conversation with Mr. Newton. You may choose instead to listen to the taped interviews, Uthe, "Wayne in a Job Situation."

CASE SCRIPT

Part I — Time 2:30 p.m., 5th period:

Wayne:

Mr. Hodson, what are you doin' here?

Mr. Hodson:

That's just what I was going to ask you. Mr. Newton from the Galaxie called to say that you hadn't come to work and hadn't called in.

Wayne:

How did ya know I'd be here?

Mr. Hodson:

Well, you weren't at school so I decided to try your house. Is your mother home?

Wayne:

Na, she's vistin' friends. Anyway she goes to work at five. Lynn, she's my wife, is here. But she's sleepin'.

Mr. Hodson:

Okay, maybe I can meet her some other time. Now the question is why are **you** here?

Wayne:

I got tired of it down there. I always do all the dirty work, like cleaning bathrooms, and pickin' up trash. Mr. Glenn does the good stuff, like repairing doors and stuff like that. Anyway, I'm sick of being a janitor. It's a real drag. Same stuff every day. I got better things to do with my life.

Mr. Hodson:

Remember, that no matter what kind of a job you have, there are always routine tasks that need to be done.

Wayne:

Ya, but **everything** I do is boring.

Mr. Hodson:

It seems to me that the last report we had from the Galaxie mentioned that you were helping change the marquee, let's see, repair the curtains, and paint walls. It sounds like there was some variety to the job.

Wayne:

Ya, we did some stuff like that, but I don't wanna be a janitor. I want to own a drive-in. I don't want to have to work hard and do dirty work. If I were manager, I could just collect the money and walk around and look things over and give orders. That's all he does when he comes down there anyway.

Mr. Hodson:

Well, Wayne, I think he does a lot more than meets the eye. Someone has to make decisions on what films to order . . .

Wayne:

Ya, and he really orders some stupid ones.

Mr. Hodson:

. . . and decisions, of course, on how much admission to charge, on how to advertise, on how to run the concession stand. Maybe we could arrange a time that you could spend with Mr. Newton. Then you could see all the different tasks he is really responsible for.

Wayne:

That would be okay.

Mr. Hodson:

But the main problem right now is the fact that you didn't go to work today. If there is a problem at work, it isn't solved by not showing up, you know. That just makes the situation worse. If something is wrong, come talk to me and we can work something out.

Wayne:

What good does it do to talk to you? Sure, I might get to spend some time with Mr. Newton, but after that I'll have to do the same old cleaning work again.

Mr. Hodson:

I know you'd like to have a different job, but you can't expect Mr. Newton and Mr. Glenn to give you more responsibility until you've sort of proven yourself equal to the job you have now. That

means coming to work every day and doing all your work cheerfully and thoroughly.

Wayne:

Ya, and then I'll probably have to wait a hundred years before I get a better job.

Mr. Hodson:

I did notice that Mr. Newton was going to ask Mr. Glenn to give you the responsibility of the supplies soon; and if you keep doing a good job down there, I'm sure they will give you additional responsibilities.

Wayne:

I'll believe it when I see it.

Mr. Hodson:

Why don't you go down there right now. There are still two hours left before quitting time. I'll give you a ride and we can stop in and we'll both see Mr. Newton.

Wayne:

Okay, but what will I tell him?

Mr. Hodson:

We'll talk about it on the way downtown, okay?

Part II:

Mr. Hodson:

Good afternoon, Don. Do you have a few minutes to talk with us?

Mr. Newton:

Sure, Bill. Hi, Wayne. Come on in and have a chair.

Wayne:

Mr. Newton, I'm back to work now. I was . . . ah, I won't do this again. I'm goin' to find Mr. Glenn now.

Mr. Newton:

Wait a minute, Wayne. Let's talk for a minute. I don't know what the problem was today and you don't have to tell me. But remember, in the future if you're not going to be here, be sure to call me and let me know.

Wayne:

Okay, Mr. Newton, I will.

Mr. Newton:

We need you here every day. Mr. Glenn can't do all the cleaning himself. If you aren't here to help him, the theater won't be clean, the customers are unhappy, and then we lose business.

Wayne:

Okay, Mr. Newton, I'll remember that.

Mr. Newton:

All right, Wayne. Thank you for stopping to tell me that you're back.

Part III:

Mr. Hodson:

Don, I appreciate the fact that you took the time to call me when you didn't hear from Wayne.

Mr. Newton:

Where was he?

Mr. Hodson:

He was at home.

Mr. Newton:

What's his problem? We can't let this happen again 'cuz I don't have time to look after him.

Mr. Hodson:

I realize this and I don't think it will happen again. Wayne doesn't understand that he has to face problems, not run away from them. Wayne was a little disillusioned with cleaning and janitorial work. I guess he wants to learn how to do more things.

Mr. Newton:

But, we can't teach him more difficult tasks when he hasn't even completely mastered what he's doing now and he still needs **so** much supervision.

Mr. Hodson:

Wayne and I talked about that today, and I know he needs supervision and I'm glad you and Mr. Glenn are so patient with him. He's young, you know, and as a result restless. That's improved some since he's been working here, hasn't it?

Mr. Newton:

Yes, I believe so. Larry Glenn did tell me that he wasn't as flighty as he was when he started. Come to think of it, we were going to give Wayne a partial responsibility for taking care of supplies. But we can't even do that if Wayne isn't going to be here every day.

Mr. Hodson:

Yes, that was mentioned on the last report and Wayne is excited about learning a new job.

Mr. Newton:

Well, I hope he manages to come in every day to do it.

Mr. Hodson:

I think Wayne also understands that, if there is a problem, he should talk to me about it. We discussed the fact that he must be responsible for

his currently assigned work before, of course, he is given any additional responsibilities.

Mr. Newton:

Good, I hope so.

Mr. Hodson:

You remember that Wayne has hopes of owning a drive-in theatre someday, don't you?

Mr. Newton:

Yes, but he'll never make it at the rate he's going.

Mr. Hodson:

Well, he really has no conception of what the theater business is all about. We're going to get into a career exploration unit in class, and it would be a terrific experience for Wayne if he could spend some time with you. And then he'd have some idea of all the various activities you're responsible for.

Mr. Newton:

You'd think he'd have some idea by now. He's been here two months, hasn't he?

Mr. Hodson:

Yes, he has, and I think you'd find, though, that he'd be more of an asset to you if he could see how the janitorial and maintenance work fit into the total picture of operating a theater.

Mr. Newton:

Well, maybe we could arrange something. But when could we do it? As it is now, the maintenance work needs to be done every day and I wouldn't want Wayne to miss a day of work.

Mr. Newton:

No, I wasn't thinking of that. I thought that possibly Wayne could be released from his related class, come down early, and then spend some time with you. Would that be convenient?

Mr. Newton:

Yes, just let me know which days, and I'll talk to him about the business.

Mr. Hodson:

Great, thank you. Do you mind if I stop and see Mr. Glenn for a few minutes?

Mr. Newton:

Not at all.

Mr. Hodson:

Thanks again for calling me. I really appreciate your concern for Wayne. We'll see you.

Time: 4:00, 6th period

In the role of Mr. Hodson, follow up your coordination visits on behalf of Wayne by completing the Coordination Call Report on the following page.

COORDINATION CALL REPORT

Name _____

SCHEDULE
Date _____
Hour _____
Minutes for Call _____
Period 1 2 3 4 5 6
Visit Requested by: Student Supervisor Coordinator

PURPOSE OF CALL	(Check)
Observation of Student at Work	
Visit with Supervisor	
Evaluation for Period	
Problem Situation	
Other (list)	

SUMMARY COMMENTS: Record observations made, actions taken, and suggestions of tentative plans discussed. Include specific compliments and criticisms if they are made.

By Student:

By Job Supervisor/Employer:

Other:

_____

Coordinator

UTHE/72

NOTES

Compare your written responses on your completed Coordination Call Report with the Model Report given below. Your responses need not exactly duplicate the model; however, you should have covered the same **major** points.

MODEL REPORT

SCHEDULE
Date 4-15-72
Hour 2:30 p.m.
Minutes for Call 1½ hours
Period: 1 2 3 4 (5) (6)
Visit Requested by: Student (Supervisor) Coordinator

PURPOSE OF CALL	(Check)
Observation of Student Work	
Visit with Supervisor	
Evaluation for Period	
Problem Situation	✓
Other (list)	

SUMMARY COMMENTS. Record observations made, actions taken, and suggestions or tentative plans discussed. Include specific compliments and criticisms if they are made.

By Student: Wayne is dissatisfied with routine "janitor" duties. I explained the importance of these tasks and that proving himself doing his present duties will lead to new responsibilities. I suggested spending time with Mr. Newton to find out more about the business as Wayne still thinks all a manager does is give orders. He seemed receptive. Convinced him to return to work with me. When he spoke to Mr. Newton, he seemed willing to try again.

By Job Supervisor/Employer:

Mr. Newton is unhappy with Wayne's work and especially that he needs close supervision. I indicated I was pleased with their patience. Suggested they show Wayne importance of maintenance work in operating a theater. I will work with Wayne in class on exploration unit and hope he can spend some time with Mr. Newton during the related class, so that this will provide Wayne with some incentive to work harder. This was agreed to. Mr. Newton may be a little too concerned in getting the dirty work done and a little too unconcerned about **training** Wayne. I will need to watch for indications of this in future visits. Overall, though, Mr. Newton seems very cooperative and patient.

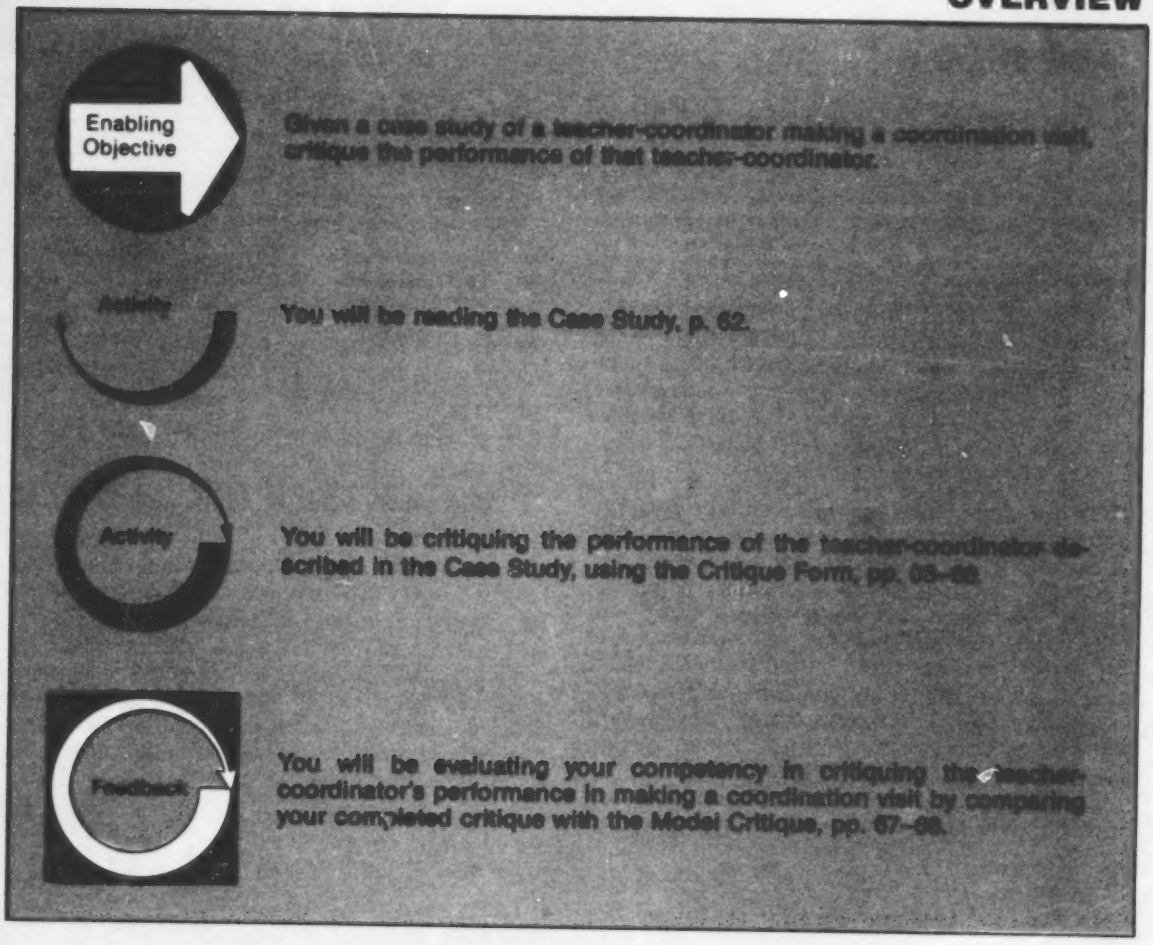
Other:

I should have seen this coming based on my last visit. He said then that Mr. Glenn did all the "fun stuff." I will need to spend some extra time with Wayne during this period. If Mr. Newton will spend some time explaining **his** duties to Wayne and I help Wayne with some career exploration activities, it may help. Wayne also needs more help during related class on grooming, tardiness, getting along with others, and taking directions—perhaps some case studies or role-play activities would help. I also need to help him understand how his present duties relate to his career goals so he will be motivated to continue. I need to continue to work with Mr. Newton and Mr. Glenn and follow up on the progress made by early next week.

LEVEL OF PERFORMANCE: Your completed Coordination Call Report should have covered the same **major** points as the model response. If you missed some points or have questions about any additional points you made, review the Case Script, pp. 54–56, or check with your resource person if necessary.

Learning Experience IV

OVERVIEW


Enabling Objective
Given a case study of a teacher-coordinator making a coordination visit, critique the performance of that teacher-coordinator.
Activity
You will be reading the Case Study, p. 62.
Activity
You will be critiquing the performance of the teacher-coordinator described in the Case Study, using the Critique Form, pp. 63–66.
Feedback
You will be evaluating your competency in critiquing the teacher-coordinator's performance in making a coordination visit by comparing your completed critique with the Model Critique, pp. 67–68.

Read the following Case Study describing a coordination visit made by a teacher-coordinator, Mr. Pisano, to one of his training stations. As you read, look for the strengths and weaknesses in Mr. Pisano's performance.

CASE STUDY

David Pisano was making a routine coordination visit to the Ace Chemical Company, the training station for one of his students, Bob Baggins. Outside the plant, two forklift operators were unloading oxygen tanks from a truck. Mr. Pisano noticed that neither of the men was wearing a hard hat as required.

Mr. Lattimer, Bob's on-the-job instructor, met Mr. Pisano in the front lobby and directed him back through several work areas to his office. On the way, Mr. Pisano observed an employer using a circular saw with a safety guard removed. He also saw a machinist working over a polishing wheel without wearing safety goggles.

The interview between Mr. Lattimer and Mr. Pisano went smoothly. Mr. Lattimer indicated that he has been pleased with Bob, and was very complimentary about Bob's performance on the job and his positive attitude. As Mr. Pisano was about to conclude the interview, he casually mentioned that Bob's personal safety at work is dependent upon how well Ace Chemical observes and enforces the safety regulations. Mr. Lattimer was very annoyed by this casual comment. He suggested that "If you've got any gripes in that department, go talk to the boss. We believe everyone has to look out for himself around here. There's no one going to stand over you and make sure you don't cut your finger."

Mr. Pisano decided he wouldn't bother the boss about the matter at that time. However, he did plan to make a note of the problem in his coordination call report for future reference and follow-up.

Before leaving, Mr. Pisano asked, "Is Bob still here today?"

"Yes, he's here until 3:00 on Wednesdays," Mr. Lattimer replied. "If you hurry, you might still catch him before he leaves.

However, when Mr. Pisano arrived at Bob's work station, one of the other employees told him that Bob had just left. "Oh well," Mr. Pisano said, "I'll see him at school tomorrow anyway."

As he drove out of the parking lot, Mr. Pisano noticed Bob hitchhiking by the side of the highway. He stopped and opened the door for Bob, saying, "Hi, Bob. Did you miss your bus?"

"No," responded Bob," I usually just hitchhike. It's more fun and it saves money."

"Well, I never looked at it that way, but I guess you're right," agreed Mr. Pisano.

As Mr. Pisano was driving Bob home, he noticed that Bob kept rubbing one of his eyes. The eye was bloodshot and bleary. Mr. Pisano asked Bob if he was having trouble with his eye and Bob responded, "Well, I got a speck of something in it at work and just haven't had time to go to the doctor yet. They have a company doctor at the plant, but I don't think I'm supposed to go to her since I'm only a part-time employee."

Mr. Pisano thought that over for a minute and said, "I'm not really sure either, Bob. You're insured there, but it takes a lawyer to figure out an insurance policy these days. You could ask around at work though."

"Yeah, I guess so," Bob said as he got out of the car. "Thanks for the ride, Mr. Pisano."

"You're welcome, Bob," said Mr. Pisano.

Based on the information contained in the Case Study, p. 62, critique Mr. Pisano's coordination visit by responding to the questions on the following Critique Form. Each of the eight items requires a short essay-type response. Please explain fully, but briefly, and make sure you respond to all parts of each item. Include in each answer the evidence you have from the situation described to support your view(s).

CRITIQUE FORM

1. What was the purpose of this supervisory visit? Was this a justifiable reason?

2. What strengths and weaknesses in the student's performance were discussed? How adequate was this discussion? How could it have been improved?

3. What was the quality of the questions asked? What additional questions should have been asked, if any?

4. How well did Mr. Pisano handle the safety problem? What could he have done to improve his handling of this problem?

5. What assistance did Mr. Pisano give Bob concerning Bob's work benefits? Was this adequate?

6. Was a future conference planned and discussed? Should other conferences have been considered? If so, for what purpose(s)?

7. In addition to conferences, what actions have been decided on as a result of the visit? What additional actions should be considered?

8. Describe Mr. Pisano's overall competency in supervising on-the-job instruction.

Compare your written responses on the Critique Form with the Model Critique given below. Your responses need not exactly duplicate the model responses; however, you should have covered the same **major** points.

MODEL CRITIQUE

1. No specific purpose was stated for the visit. It was just a "routine" call. However, even a so-called "routine" visit should be preplanned. There is no evidence whatsoever that Mr. Pisano had reviewed his past records on Bob to determine specific questions to ask or particular follow-up activities to complete. In fact, he had to ask if Bob was there or not! This is not a justifiable reason for a visit. A coordination visit should be more than a casual, routine event. It must have a specific, well-defined purpose.

2. Mr. Lattimer discussed Bob's strengths in a very general way. He mentioned no weaknesses. However, since the conversation was casual and general, his comments may not be very accurate. There may be a number of small weaknesses relative to specific tasks Bob has completed which he felt were too minor to mention during such a brief interview. Mr. Pisano could have improved the adequacy of the discussion by asking more direct questions about specific areas of Bob's training.

3. The questions were generally poor. For one thing, Mr. Pisano had not reviewed Bob's records and training plan and devised specific questions to ask based on that information. For example, he could have identified areas which were previously weak and asked if improvement had been made. Or, he could have identified projected activities and inquired if these had been undertaken yet. For another thing, he failed to ask all the questions he should have concerning the adherence to safety regulations, the fact that Bob left work early without his instructor's knowledge, Bob's hitchhiking, and Bob's job benefits.

   In order to plan effective actions to solve these problems, he needs adequate information. This information can be gotten from asking good questions. He could have asked Mr. Lattimer (1) if he was satisfied with the firm's attitude toward safety, (2) if the boss was satisfied with it, or (3) what the firm's accident record was. He should have stopped back at Mr. Lattimer's office after he determined that Bob had left early to ask if this was standard procedure. He could have asked Bob for more details about the eye injury.

   If he planned on having Bob take responsibility for finding out about his benefits, he could have asked Bob if he knew the appropriate person to contact to locate this information. He also could have asked Bob about his on-the-job training. He never even mentions that area to Bob, yet he needs to know how Bob thinks he is doing, and how satisfied he is with his training program. When he asked a question at all, he phrased it in a general way, and then failed to follow it up by probing for more detailed information.

4. He handled the safety problem poorly. His comment annoyed Mr. Lattimer so he let the subject drop. Yet, he had seen enough evidence to suggest that safety regulations were being ignored on the job, and this could be a critical problem. Mr. Lattimer's comment that everyone has to look out for himself only further documents a poor safety attitude on the part of this firm's employees. Mr. Pisano should have done the following.
   - probed the subject more deeply with Mr. Lattimer to determine how widespread the problem is, why this attitude exists, and how familiar Mr. Lattimer is with the regulations
   - explained to Mr. Lattimer why he, Mr. Pisano, **has** to be concerned with safety on the job as a teacher-coordinator in a cooperative vocational education program
   - stopped by and arranged to talk to the boss about this concern as soon as possible
   - discussed the concern with Bob—when Bob told him about his eye, he should have taken the opportunity to explain the dangers of not wearing goggles and the need to follow all safety regulations despite the actions of his co-workers.

5. Mr. Pisano gave Bob no assistance in determining what his benefits are. Actually, Mr. Pisano should have ensured that Bob got this informa-

tion during an orientation to the job. Furthermore, Mr. Pisano should know this information himself. And, finally, at this point he should have made sure Bob got the information and acted on it immediately. Bob doesn't seem concerned, so Mr. Pisano should not have left it up to him. The eye needs to be treated, and Mr. Pisano should take the responsibility for ensuring that it is.

6. The only conference that **may** come out of the visit is a conference with the boss concerning safety. Mr. Pisano did plan to make a note that this was an area that needed to be followed up on. However, if he is as nonchalant about setting this up as he has been about everything else he's done, we cannot be sure this conference will ever occur. If the boss indicated he was busy or that the topic annoyed him, it would be typical of Mr. Pisano to let the subject drop.

   He needs to have conferences with the boss, and with Mr. Lattimer and Bob about the need for Bob to follow safety regulations. He needs to confer with Bob and Mr. Lattimer to determine more accurately **how well** Bob is doing, **what** Bob is doing, and to reinforce for them the need for Bob to arrive and leave at scheduled times. He also needs to confer with the appropriate persons to determine what Bob's job benefits are, and what actions should be taken relative to the injured eye.

7. No proposed actions were mentioned other than the need to follow up on the safety problem. In addition to conferences, Mr. Pisano should be planning actions he can take during the related instruction class to support Bob's on-the-job training. However, because of the casual nature of Mr. Pisano's visit, he does not really have sufficient data to plan any concrete actions.

8. The overall quality of Mr. Pisano's visit was poor. His general attitude is lackadaisical. He should have been better prepared for the visit. He should have knowledge of the job benefits. He should have made sure Bob knew what the benefits are. He should know that hard hats and goggles need to be worn on certain jobs, that Bob's eye needs to be treated, and that Bob should **not** be hitchhiking. (It is part of the teacher-coordinator's responsibility to ensure that each student has safe, reliable transportation to and from the training station.)

   Based on that knowledge, he should have taken prompt and decisive actions. He should not have decided "not to bother the boss" about the safety conditions at that time. He should not have reacted to Bob's early exit by saying, "I'll see him at school tomorrow anyway." He should not have condoned Bob's hitchhiking by agreeing that it was fun and saved money. His visit was just that: a casual friendly visit. It did not serve its real function, which is to provide **supervision** for the on-the-job instruction.

LEVEL OF PERFORMANCE: Your completed Critique Form should have covered the same **major** points as the model response. If you missed some points or have questions about any additional points you made, review the Case Study, p. 62, or check with your resource person if necessary.

Learning Experience V

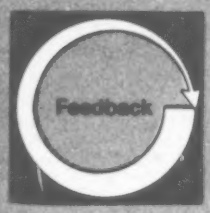
FINAL EXPERIENCE

While serving as a teacher-coordinator in an actual school situation,* coordinate on-the-job instruction.

On the basis of the organization of your cooperative vocational education program, coordinate your co-op students' on-the-job instruction through a planned schedule of coordination visits. This will include—

- **planning at least one month's schedule of coordination visits**
- **planning the specific procedures and materials to be used in conducting these visits**
- **gathering and recording data on students' on-the-job progress**
- **making appropriate recommendations based on this data**

NOTE: As you complete each of the above activities, document your actions (in writing, on tape, through a log) for assessment purposes.



Arrange in advance to have your resource person review your documentation and, if possible, observe at least one of your coordination visits.

Your total competency will be assessed by your resource person, using the Teacher Performance Assessment Form, pp. 71–72.

Based on the criteria specified in this assessment instrument, your resource person will determine whether you are competent in coordinating on-the-job instruction.

*For a definition of "actual school situation," see the inside back cover.

NOTES

TEACHER PERFORMANCE ASSESSMENT FORM

Coordinate On-the-Job Instruction (J–7)

Name _____

Date _____

Resource Person _____

Directions: Indicate the level of the teacher's accomplishment by placing an X in the appropriate box under the LEVEL OF PERFORMANCE heading. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

	LEVEL OF PERFORMANCE					
	N/A	None	Poor	Fair	Good	Excellent
In planning the coordination visits, the teacher:						
1. identified which students were to be visited each day of the month	☐	☐	☐	☐	☐	☐
2. scheduled each visit at a time of the day which fit:	☐	☐	☐	☐	☐	☐
a. the student's regular work hours	☐	☐	☐	☐	☐	☐
b. the employer's preferences	☐	☐	☐	☐	☐	☐
c. the school activities scheduled	☐	☐	☐	☐	☐	☐
d. the teacher's other responsibilities	☐	☐	☐	☐	☐	☐
3. scheduled at least one regular coordination visit for each student during the month	☐	☐	☐	☐	☐	☐
4. allowed for efficient use of time and travel by having visits scheduled to the same area on the same day	☐	☐	☐	☐	☐	☐
5. allowed time on the schedule for extra coordination visits which might be needed or emergency situations which might arise	☐	☐	☐	☐	☐	☐
6. provided the school administrators or main office with readable copies of the schedule	☐	☐	☐	☐	☐	☐
In preparing for the coordination visits, the teacher:						
7. reviewed any records he/she had compiled on each student to be visited	☐	☐	☐	☐	☐	☐
8. identified the specific purpose(s) for making each visit	☐	☐	☐	☐	☐	☐
9. identified specific activities which would serve to accomplish each visit's purpose(s)	☐	☐	☐	☐	☐	☐
10. identified and gathered materials (training plan, evaluation reports, weekly reports, etc.) needed during the visit	☐	☐	☐	☐	☐	☐

	N/A	None	Poor	Fair	Good	Excellent
11. planned for individual or joint conferences which would be needed	☐	☐	☐	☐	☐	☐
12. allowed extra time for handling unanticipated concerns	☐	☐	☐	☐	☐	☐
13. confirmed the date and time of the visit with the employer or on-the-job instructor	☐	☐	☐	☐	☐	☐
In supervising the on-the-job instruction, the teacher:						
14. ensured that the student was oriented to the job situation, responsibilities, and benefits	☐	☐	☐	☐	☐	☐
15. followed the plans and preparations that were made	☐	☐	☐	☐	☐	☐
16. gathered data on each student's progress through reports, observations, conferences, and informal conversations	☐	☐	☐	☐	☐	☐
17. used the data to plan future activities for the student in school or on the job, or to adapt or change the training plan	☐	☐	☐	☐	☐	☐
18. helped students and on-the-job instructors solve problems, if necessary	☐	☐	☐	☐	☐	☐
19. developed an open, working relationship with training station personnel	☐	☐	☐	☐	☐	☐
20. planned follow-up activities to check expected progress and the resolution of any identified problems	☐	☐	☐	☐	☐	☐

LEVEL OF PERFORMANCE: All items must receive N/A, GOOD, or EXCELLENT responses. If any item receives a NONE, POOR, or FAIR response, the teacher and resource person should meet to determine what additional activities the teacher needs to complete in order to reach competency in the weak area(s).

ABOUT USING THE CENTER'S PBTE MODULES

Organization

Each module is designed to help you gain competency in a particular skill area considered important to teaching success. A module is made up of a series of learning experiences, some providing background information, some providing practice experiences, and others combining these two functions. Completing these experiences should **enable** you to achieve the **terminal** objective in the final learning experience. The final experience in each module always requires you to demonstrate the skill in an actual school situation when you are an intern, a student teacher, or an inservice teacher.

Procedures

Modules are designed to allow you to individualize your teacher education program. You need to take only those modules covering skills which you do not already possess. Similarly, you need not complete any learning experience within a module if you already have the skill needed to complete it. Therefore, before taking any module, you should carefully review (1) the Introduction, (2) the Objectives listed on p. 4, (3) the Overviews preceding each learning experience, and (4) the Final Experience. After comparing your present needs and competencies with the information you have read in these sections, you should be ready to make one of the following decisions:

- that you do not have the competencies indicated, and should complete the entire module
- that you are competent in one or more of the enabling objectives leading to the final learning experience, and thus can omit that (those) learning experience(s)
- that you are already competent in this area, and ready to complete the final learning experience in order to "test out"
- that the module is inappropriate to your needs at this time

When you are ready to take the final learning experience **and** have access to an actual school situation, make the necessary arrangements with your resource person. If you do not complete the final experience successfully, meet with your resource person and arrange (1) to repeat the experience, or (2) complete (or review) previous sections of the module or other related activities suggested by your resource person before attempting to repeat the final experience.

Options for recycling are also available in each of the learning experiences preceding the final experience. Any time you do not meet the minimum level of performance required to meet an objective, you and your resource person may meet to select activities to help you reach competency. This could involve (1) completing parts of the module previously skipped; (2) repeating activities; (3) reading supplementary resources or completing additional activities suggested by the resource person; (4) designing your own learning experience; or (5) completing some other activity suggested by you or your resource person.

Terminology

Actual School Situation . . . refers to a situation in which you are actually working with, and responsible for, secondary or post-secondary vocational students in a real school. An intern, a student teacher, or an inservice teacher would be functioning in an actual school situation. If you do **not** have access to an actual school situation when you are taking the module, you can complete the module **up to** the final learning experience. You would then do the final learning experience later; i.e., when you have access to an actual school situation.

Alternate Activity or Feedback . . . refers to an item or feedback device which may **substitute** for required items which, due to special circumstances, you are unable to complete.

Occupational Specialty . . . refers to a specific area of preparation within a vocational service area (e.g., the service area Trade and Industrial Education includes occupational specialties such as automobile mechanics, welding, and electricity).

Optional Activity or Feedback . . . refers to an item which is not required, but which is designed to **supplement** and enrich the required items in a learning experience.

Resource Person . . . refers to the person in charge of your educational program; the professor, instructor, administrator, supervisor, or cooperating/supervising/classroom teacher who is guiding you in taking this module.

Student . . . refers to the person who is enrolled and receiving instruction in a secondary or post-secondary educational institution.

Vocational Service Area . . . refers to a major vocational field: agricultural education, business and office education, distributive education, health occupations education, home economics education, industrial arts education, technical education, or trade and industrial education.

You or the Teacher . . . refers to the person who is taking the module.

Levels of Performance for Final Assessment

N/A . . . The criterion was not met because it was **not applicable** to the situation.
None . . . **No attempt** was made to meet the criterion, although it was relevant.
Poor . . . The teacher is unable to perform this skill or has only **very limited ability** to perform it.
Fair . . . The teacher is unable to perform this skill in an acceptable manner, but has **some ability** to perform it.
Good . . . The teacher is able to perform this skill in an **effective** manner.
Excellent . . . The teacher is able to perform this skill in a **very effective** manner.

Titles of The Center's Performance-Based Teacher Education Modules

Category A: Program Planning, Development, and Evaluation

A–1 Prepare for a Community Survey
A–2 Conduct a Community Survey
A–3 Report the Findings of a Community Survey
A–4 Organize an Occupational Advisory Committee
A–5 Maintain an Occupational Advisory Committee
A–6 Develop Program Goals and Objectives
A–7 Conduct an Occupational Analysis
A–8 Develop a Course of Study
A–9 Develop Long-Range Program Plans
A–10 Conduct a Student Follow-Up Study
A–11 Evaluate Your Vocational Program

Category B: Instructional Planning

B–1 Determine Needs and Interests of Students
B–2 Develop Student Performance Objectives
B–3 Develop a Unit of Instruction
B–4 Develop a Lesson Plan
B–5 Select Student Instructional Materials
B–6 Prepare Teacher-Made Instructional Materials

Category C: Instructional Execution

C–1 Direct Field Trips
C–2 Conduct Group Discussions, Panel Discussions, and Symposiums
C–3 Employ Brainstorming, Buzz Group, and Question Box Techniques
C–4 Direct Students in Instructing Other Students
C–5 Employ Simulation Techniques
C–6 Guide Student Study
C–7 Direct Student Laboratory Experience
C–8 Direct Students in Applying Problem-Solving Techniques
C–9 Employ the Project Method
C–10 Introduce a Lesson
C–11 Summarize a Lesson
C–12 Employ Oral Questioning Techniques
C–13 Employ Reinforcement Techniques
C–14 Provide Instruction for Slower and More Capable Learners
C–15 Present an Illustrated Talk
C–16 Demonstrate a Manipulative Skill
C–17 Demonstrate a Concept or Principle
C–18 Individualize Instruction
C–19 Employ the Team Teaching Approach
C–20 Use Subject Matter Experts to Present Information
C–21 Prepare Bulletin Boards and Exhibits
C–22 Present Information with Models, Real Objects, and Flannel Boards
C–23 Present Information with Overhead and Opaque Materials
C–24 Present Information with Filmstrips and Slides
C–25 Present Information with Films
C–26 Present Information with Audio Recordings
C–27 Present Information with Televised and Videotaped Materials
C–28 Employ Programmed Instruction
C–29 Present Information with the Chalkboard and Flip Chart

Category D: Instructional Evaluation

D–1 Establish Student Performance Criteria
D–2 Assess Student Performance: Knowledge
D–3 Assess Student Performance: Attitudes
D–4 Assess Student Performance: Skills
D–5 Determine Student Grades
D–6 Evaluate Your Instructional Effectiveness

Category E: Instructional Management

E–1 Project Instructional Resource Needs
E–2 Manage Your Budgeting and Reporting Responsibilities
E–3 Arrange for Improvement of Your Vocational Facilities
E–4 Maintain a Filing System
E–5 Provide for Student Safety
E–6 Provide for the First Aid Needs of Students
E–7 Assist Students in Developing Self-Discipline
E–8 Organize the Vocational Laboratory
E–9 Manage the Vocational Laboratory

Category F: Guidance

F–1 Gather Student Data Using Formal Data-Collection Techniques
F–2 Gather Student Data Through Personal Contacts
F–3 Use Conferences to Help Meet Student Needs
F–4 Provide Information on Educational and Career Opportunities
F–5 Assist Students in Applying for Employment or Further Education

Category G: School-Community Relations

G–1 Develop a School-Community Relations Plan for Your Vocational Program
G–2 Give Presentations to Promote Your Vocational Program
G–3 Develop Brochures to Promote Your Vocational Program
G–4 Prepare Displays to Promote Your Vocational Program
G–5 Prepare News Releases and Articles Concerning Your Vocational Program
G–6 Arrange for Television and Radio Presentations Concerning Your Vocational Program
G–7 Conduct an Open House
G–8 Work with Members of the Community
G–9 Work with State and Local Educators
G–10 Obtain Feedback about Your Vocational Program

Category H: Student Vocational Organization

H–1 Develop a Personal Philosophy Concerning Student Vocational Organizations
H–2 Establish a Student Vocational Organization
H–3 Prepare Student Vocational Organization Members for Leadership Roles
H–4 Assist Student Vocational Organization Members in Developing and Financing a Yearly Program of Activities
H–5 Supervise Activities of the Student Vocational Organization
H–6 Guide Participation in Student Vocational Organization Contests

Category I: Professional Role and Development

I–1 Keep Up-to-Date Professionally
I–2 Serve Your Teaching Profession
I–3 Develop an Active Personal Philosophy of Education
I–4 Serve the School and Community
I–5 Obtain a Suitable Teaching Position
I–6 Provide Laboratory Experiences for Prospective Teachers
I–7 Plan the Student Teaching Experience
I–8 Supervise Student Teachers

Category J: Coordination of Cooperative Education

J–1 Establish Guidelines for Your Cooperative Vocational Program
J–2 Manage the Attendance, Transfers, and Terminations of Co-Op Students
J–3 Enroll Students in Your Co-Op Program
J–4 Secure Training Stations for Your Co-Op Program
J–5 Place Co-Op Students on the Job
J–6 Develop the Training Ability of On-the-Job Instructors
J–7 Coordinate On-the-Job Instruction
J–8 Evaluate Co-Op Students' On-the-Job Performance
J–9 Prepare for Students' Related Instruction
J–10 Supervise an Employer-Employee Appreciation Event

RELATED PUBLICATIONS

Student Guide to Using Performance-Based Teacher Education Materials
Resource Person Guide to Using Performance-Based Teacher Education Materials
Guide to the Implementation of Performance-Based Teacher Education
Performance-Based Teacher Education: The State of the Art, General Education and Vocational Education

For information regarding availability and prices of these materials contact—

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120 Engineering Center • University of Georgia • Athens, Georgia 30602 • (404) 542–2586